DOCUMENT RESUME

ED 188 192 CS 205 618

TITLE Getting Behind the Newspaper.
INSTITUTION Nebraska State Dept. of Education, Lincoln.
PUB DATE 78
NOTE 148p.; A number of pages may be marginally legible.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Elementary Education; *Individualized Instruction; *Learning Activities; *Learning Centers (Classroom); *Newspapers; Teaching Methods

ABSTRACT

A number of learning center activities designed to help elementary school students learn to read a newspaper intelligently are presented in this guide. Specific activities deal with newspaper vocabulary, using an index, identifying the five "W's" in a news article, editorials, characteristics of various kinds of newspaper cartoons (advertising, single frame, strip, and editorial), reading sports stories, understanding a financial page, reading want ads, identifying weather map symbols and weather terminology, identifying various kinds of newspaper photographs (features, news, and picture pages), the features of a women's section of the paper, and identifying different types of entertainment advertised in the entertainment section. Pretests and posttests, learning objectives, suggested teaching approaches, and lists of materials needed for each activity are also provided. In addition, the guide provides a plan for implementing a learning center, a copy of a student progress card, and bibliographies for students and for teachers. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED188192

Getting Behind the Newspaper

State of Nebraska - Department of Education - 301 Centennial Mall South
Lincoln 68509 Anne Campbell, Commissioner

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Nebraska State Dept of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 205 618

RATIONALE:

Newspapers are an important part of our communication system. We depend heavily on newspapers without really understanding how they are put together. We need to know how to use newspapers intelligently. They are "Our Window on the World".

ACKNOWLEDGEMENTS

We are grateful to the following teachers for developing "Our Window on the World--Newspapers" and for their willingness to share their product with other teachers.

Mollie Baldwin	
Wilma Boles	Brownell Elementary, Omaha
Erna Hauck	Columbia Union College Takoma Park, Maryland
Erna Martens	Fairbury Central
Sue Watson	Humphrey High
Iva Zajicek	Marietta, Ohio

We are grateful to Mrs. Jody Batten, Consultant, Programs for Gifted, Lincoln Public Schools, and Dr. Betty Dillon, Director of Staff Development, Lincoln Public Schools for creating the format and for the technical assistance they provided in the development of this learning center guide.

* * * * *

Distributed by

Curriculum Services
Royal Henline, Administrator

Diane Dudley, Consultant
Programs for Gifted

NEBRASKA DEPARTMENT OF EDUCATION

1975

(1978 reprinting)

JUL 3 1980

FOREWORD

Individualized instruction is instruction that is designed to meet a particular student's level of learning as determined by pre-assessment.

Learning centers have proved to be one effective way to individualize instruction, thus allowing the teacher more time for individual student interaction while other students are productively involved.

This learning center has been developed with the following essential elements:

1. A Learning Center is an organized area with pre-designed learning stations and activity centers which are visually appealing and attractive.

2. A Learning Center can meet the need for initial instruction, review, reinforcement, horizontal enrichment (expanding an area studied) or vertical enrichment (in-depth study of a particular part of a topic).

3. A Learning Center is designed around a list of specific learning objectives which consider needs and interests of students at readiness, average and gifted levels.

4. A Learning Center is equipped with a pre-test(s) to determine the student's entry level into the center.

5. A Learning Center is equipped with a post-test(s) to determine if learning objectives have been accomplished.

6. A Learning Center is multi-media (AV material, verbal, pencil/paper, book), multi-modal (large group, small group, individual) in order to accommodate students' various learning styles.

7. A Learning Center has a record keeping system to determine which objectives have been accomplished.

8. A Learning Center has a written plan for gradual phase-in and scheduling of students which provides for management and control.

Any teacher who has a sincere desire to guide instructional activities of children while allowing them to learn at their own rate using their own learning style, can be successful with learning centers.

Anne Campbell
Commissioner of Education

TABLE OF CONTENTS

Included in this packet are twelve learning objectives and their corresponding learning approaches and materials to be used.

Eight of these objectives have been placed in packet form for teacher's use. Each packet would be greatly enhanced for use with children by adding some brightly colored illustrations. Some packets require teachers to locate certain sections from the newspaper which will be current at the time the packet is used.

The objectives for which packets were not provided (Obj. 6, 8, 11 & 12) will give teachers an opportunity to practice putting together their own packet.

Acknowledgement. 1

Forword. 2

Table of Contents. 3

Learning Objectives. 4-9

Plan for Implementing Centers. 10-11

Student Progress Card. 12-13

Bibliography 14

Get It All Together. 15-30

A Bird's Eye View of the Index 31-37

Who-What-When-Where-Why. 38-55

Slither Through An Editorial Opinion 56-60

Wiggle and Giggle Through Cartoons 61-95

Who-oo-oo-o-se Business. 96-106

I'm Not "Lion" About the Weather 107-122

What a "Whale" of a Photograph 123-137

LEARNING OBJECTIVE	LEARNING APPROACHES	HOW THE TASK WILL BE CARRIED OUT(MATERIAL)
1. Given the newspaper vocabulary and a newspaper, the student will be able to identify the following terms with 100% accuracy. flag, dateline, byline, index, column, services, masthead, ad. (USE "GET IT ALL TOGETHER" PACKET PROVIDED.)	a. Vocabulary cards check self as with partner	a. Two sets of cards, one with vocabulary vocabulary word. One with meaning Match as for consentration.
	b. Collection. Find samples in newspaper.	b. Newspapers, scissors, paste and mounting sheets. Find samples representing of each vocabulary word
	c. Locate places in datelines on world map.	c. Clip datelines from Newspaper. Locate on map of world on bulletin board (3) each.
2. Given an index the student will be able to locate five of the feature articles listed in the index with 100% accuracy. (USE "A BIRD'S EYE VIEW OF THE INDEX" PACKET PROVIDED.)	a. Find and circle with a red pen, or magic marker, five of the sixteen features given in the indes.	a. Red pen or magic marker and newspaper. newspaper.
	b. Study Index. Select one feature article. Cut and mount on paper. Write in your own words what the article is about.	b. Index of newspaper, paper, pen glue.
	c. Choose 2 feature articles from newspapers Index envelope Answer questions about each one	c. Newspaper Index envelope of articles Answer questions on paper.

LEARNING OBJECTIVE	LEARNING APPROACHES	HOW THE TASK WILL BE CARRIED OUT(MATERIALS)
3. Given a straight news article, the student will be able to identify the five W's in the story (USE "WHO, WHAT, WHEN, WHERE, WHY" PACKET PROVIDED.)	a. pre-test listen to tape explaining straight news story	a. tape-transparency
	b. Look at news articles in the envelope. Choose one and reread the article carefully. Answer the 5 W's on worksheet. Using headlines-write your on lead using 5 W's.	b. worksheet news articles
	c. Interview someone about a current event Remember the 5 W's Write it as a news story	c. worksheet tape recorder pensil/pad
4. Given a collection of newspaper articles, the student will be able to identify two that are editorials (USE "SLITHER THROUGH AN EDITORIAL OPINION" PACKET PROVIDED.)	a. Joe B. tape on editorials purposes of editorial	a. Listen to tape. Record three purposes of editorials on activity sheet.
	b. Pick out three editorials and three news stories from collection	b. Collection of news articles and editorials Write down numbers of three each.
	c. Select sentences that tell story is an editorial - not a newspaper	c. Select sentences that are indicative of editorials. Have students rewrite as news.

LEARNING OBJECTIVE	LEARNING APPROACHES	HOW THE TASK WILL BE CARRIED OUT(MATERIAL)
5. Cartoon Given four examples of newspaper cartoons, the child will be able to name and give one characteristic of each. (USE "WIGGLE AND GIGGLE THROUGH CARTOONS" PACKET PROVIDED.)	a. Listen to tape - look at 4 cartoon samples.	a. Learning packet newspaper cartoons tape recorder - cassette transparencies
	b. In depth study of each of the four cartoons (18 activities in all) 1. Advertising Cartoon 2. Single Frame Cartoon 3. Strip Cartoon 4. Editorial Cartoon	b. pencil worksheets learning packet cartoon examples tape cassettes
	c.	c.
6. Sports When given a sports section of a newspaper, the student will be able to identify stories and statistics about a minimum of four sports. (TEACHER MUST DEVELOP PACKET FROM OBJECTIVES GIVEN.)	a. Match sports names with pictures using worksheet to find answers	a. envelope with newspaper pictures (15-20) marked with number on back. On worksheet, student lists sport after each number. Answers on back of instruction sheet.
	b. Radio (or TV) sportscasters-Partners summarize story and statistics for back of page (or statistics page. Limit 5 minutes. Record on tape. Played later for class.	b. Look at sports page marked with sports name for each article. Stats can be found on back. One partner talks about sports story. Another summarized stats. Tape cassette in packet.
	c. Using a sports page or section find at least 2 articles which are not news stories, columns, cartoons, news summaries, rating columns.etc. clip and put in species envelope. Label.	c. Sports section from stack of papers clipped and mounted articles used on models. Students matches form or context.

LEARNING OBJECTIVE	LEARNING APPROACHES	HOW THE TASK WILL BE CARRIED OUT(MATERIALS)
7. When given a financial page the student will be able to identiy one kind of information about business and one about markets. (USE "WHO-OO-OO-O-SE BUSINESS" PACKET PROVIDED.)	a. Using a marked newspaper as a guide locate markets useful to farmers	a. Marked financial pages showing markets - page of explanation telling meaning of figures. Student use blank printed page to find as many examples as possible work with crayon
	b. 2 stock listings pages 5 days apart give students an idea of how prices and state go up or down for individual stocks	b. Compare stocks marked on July 1 and July 6. Pick 2 and write info found on each and draw conclusion about price.
	c. If you were a farmer and sold cattle, wheat or corn, on a given date how much would you get for each?	c. Use paper for definite date - Answers on back of newspapers - mark commodity markets for easy reference.
8. When given the newspaper the student will be able to name and locate a want ad, a display ad, and a legal ad with 100% accuracy. (TEACHER MUST DEVELOP PACKET FROM OBJECTIVES GIVEN.)	a. Task Using a newspaper the child will be able to locate and circle with a red magic marker or crayon the following Lost and Found, Want ads, Display ads, legal ads.	a. child will need a newspaper scissors, paste, pencil and paper
	b. Task 2 Newspaper. Upon completing task the child will be ready to start task 2 Newspapers. Student will cut out the different titled ads, such as want ads, legal ads, display ads. Label your findings on a sheet of paper. Be sure and label your work.	b.
	c. Task 3 Check want ad telling you about a little dog you'd like to own. Mount clipping. Tell in 25 words why you'd like to own this little dog.	c. newspaper, paste, scissors, pencil, paper

LEARNING OBJECTIVE	LEARNING APPROACHES	HOW THE TASK WILL BE CARRIED OUT (MATERIAL)
9. Given a weather map and a list of temperatures of main cities of the U.S. from a newspaper, the child will be able to identify 8 symbols, be able to interpret the list of cities, and plot both on a weather map. (USE "I'M NOT "LION" ABOUT THE WEATHER!" PACKET PROVIDED.)	a. Place temperatures from main cities on map.	a. Grease pencil
	b. Identifying weather symbols	b. Piece of paper Pencil
	c. Placing weather symbols on a map	c. Grease pencil
10. Given a collection of photographs from a newspaper, the student will correctly identify newspaper photographs of each of the following classifications: features news picture pages (USE "WHAT A "WHALE" OF A PHOTOGRAPH!" PACKET PROVIDED.)	a. In this activity you will have an example card of three catagories of newspaper photographs. With each example, reasons will be given for placing pictures in that catagorey. Study the example cards.	a. Get the packet of newspaper photographed and categorize captions from newspaper box. Place each picture under the correct category. -- To check your work, see if the numeral on the back of each picture corresponds to the numeral of the category.
	b. Before you do this activity do activities 1. In this activity, you will review the instructions for operating the camera. You may take a picture of anything that interests you. Mount picture-caption it and write a story. Write category in which your picture belongs.	b. Camera
	c. Do activity one first. — Match each story with a photograph. Also put picture in right category.	c. Newspaper picture packet and caption and story for that picture.

LEARNING OBJECTIVE	LEARNING APPROACHES	HOW THE TASK WILL BE CARRIED OUT(MATERIAL)
11. When given a Women's section of the newspaper the student will list five features found in this section. (TEACHER MUST DEVELOP PACKET FROM OBJECTIVES GIVEN.)	a. List three items that interest you Choose a friend with whom you can discuss each item. Use the tape recorder to record your discussion. Then keep it in your packet.	a. Worksheet pencil taperecorder
	b. Find the Ann Landers column in the Women's section and read it. Now read the following letters. Chooose one of these letters and answer it, pretending you are Ann Landers. Check your answer on back of the page.	b. Child will look at the Ann Landers letters mounted on a card in Objectiv 11 packet. He will use the worksheet in the Newspaper box.
	c. Find a recipe in the Women's and check to see how many people it will serve. Now figure out the proportions you need to serve your class. Write up the recipe.	c. Get the sheet for the recipe from the Newspaper Box.
12. Given a newspaper section on entertainment, the student will be able to list three types of entertainment advertised. (TEACHER MUST DEVELOP PACKET FROM OBJECTIVES GIVEN.)	a. Future tube. Box with TV programs on outside and quiz carks about time, channel and programs listed. They find the answers by looking at "tube".	a. Box with TV program on outside and cards asking questions on inside. Grease pencil Answer sheet
	b. Theatre game. By looking at an advertisement, the child should also give name of theatre, name of film being shown and location of the theatre.	b. Cards with ads, location. and name of theatre.
	c. Food and Restaurant game. Find the food or group at a certain location.	c. Board with restaurants. Cards with questions. Grease pencil for answers.

COMMITTEE OUR WINDOW TO THE WORLD AREA MULTI-AREA LEVEL 4-6

PLAN FOR PHASING CHILDREN INTO THE CENTER: Bulletin board will be used to stimulate interest in center. Teacher will show film "Today's Newspapers" or Joe Baldwin tape to total class. Teacher will introduce components of center. Learning packets, student materials envelope and progress cards; test and activity sheet file; newspapers and article collections. Indicate that complete directions will be found in each packet. Children will be scheduled into center by teacher. Packets 1 and 2 must be completed first. Other packets may be completed in any order. Child will take completed packets to teahcer for evaluation. Teacher will punch progress card and record on master record card. Film or tape may be used when all packets completed.

- 10 -

PLAN FOR EVALUATING THE EFFECTIVENESS OF THE CENTER: Questionnaire to be filled out after all activities completed.

Percent of accuracy on post tests.

Apparent interest-sustaining power

Time involved in completing activities

COMMITTEE OUR WINDOW TO THE WORLD AREA MULTI-AREA LEVEL 4-6

RECORD-KEEPING PLAN: Progress card. Each student has a card similar to a newsboy's collection card. Cards are numbered 1 through 12. When the child completes activities in a packet, he will take envelope of materials to teacher for evaluation. Teacher will punch card and record on master record card. Student card will be kept in student envelope.

PLAN FOR ORGANIZING AND MANAGING THE CENTER: Learning packets will be housed in newsboy's bag. Activity sheets, pre-tests, and post-tests in file box. Student materials envelopes in file box. Student materials envelopes in file box. Supply of newspapers and collections of articles placed in boxes. All files placed on table in area designated for the center. Newspapers and collections of articles must be collected prior to initiation of center.

PROJECT--NEWSPAPER

MASTER PROGRESS CARD OF ALL STUDENTS AND ALL OBJECTIVES

STUDENTS NAME:	1. Vocabulary	2. Index	3. News	4. Editorials	5. Cartoons	6. Sports	7. Financial Page	8. Ads	9. Weather	10. Photography	11. Women	12. Entertainment

NEWSPAPER READING INVENTORY

Name of Student _____

1. Does your family take a local paper? Yes_____ No_____

2. Does your family take any other newspapers? If yes, name them.

_____

3. Do you read the newspaper?

_____Almost every day _____Occasionally _____Rarely

4. How long do you spend in reading the newspaper?

_____More than an hour _____An hour

_____Half-hour _____Fifteen minutes or less

5. What part of the paper do you turn to first?

_____Sports
_____Women's page
_____Editorial
_____World-wide news
_____News about our country
_____State News
_____Local News
_____Other (Name)_____
_____Want Ads
_____Comics
_____Hobby section
_____Advice Columns
_____TV and Movie News
_____Vital Statistics

6. List the sections of the paper that you read everyday.

_____ _____ _____

7. Do you read headlines throughout the newspaper to find articles of interest to you? Yes_____ No_____ Occasionally_____

8. Do you read entire news articles?

Yes_____ No_____ Occasionally_____

9. What part of the newspaper do you enjoy most?

1st choice _____

2nd choice _____

3rd choice _____

_____

BIBLIOGRAPHY
Newspaper

For Students:

Cartooning, George F. Horne, Davis Pub. 1965

Modern Cartoon, "How to Draw" Books, Foster Pub.

Animated Cartoons, "How to Draw" books, Foster Pub.

Careers for the 70's Journalism, Authur Myers. Corwell-Collier Press, New York c. 1971.

Come to Work With Us in a Newspaper, Jean and Ned Wilkinson. Sextant Systems, Inc. 1971

Let's Go to a Newspaper, Laura Scotin, G.P. Putnams. 1956

For Teachers:

Instructor, March, 1974.

Newspaper in the Classroom, Jennie Mrad. Omaha World Herald

Teacher's Guide to High School Journalism, Indiana St. Dep't of Public Instruction, 1965. (available PSAB)

Newspaper in the Classroom, Dorothy Brown, Omaha World-Herald Pub.

How to Read a Newspaper, Edgar Dale, Scott-Foresman, c. 1941.

Individualize with Learning Station Themes, Lorraine Lunt Godfrey, c. 1974. Individualized Books Pub. Co.

Using Mass Media in the Schools, NCTE, c. 1962, Appleton-Crofts

How to Read and Understand Financial and Business News, 9th Rev. ed. 1963, Doubleday & Company

Meet Mr. Newspaper, Ruth Weatherl, LPS

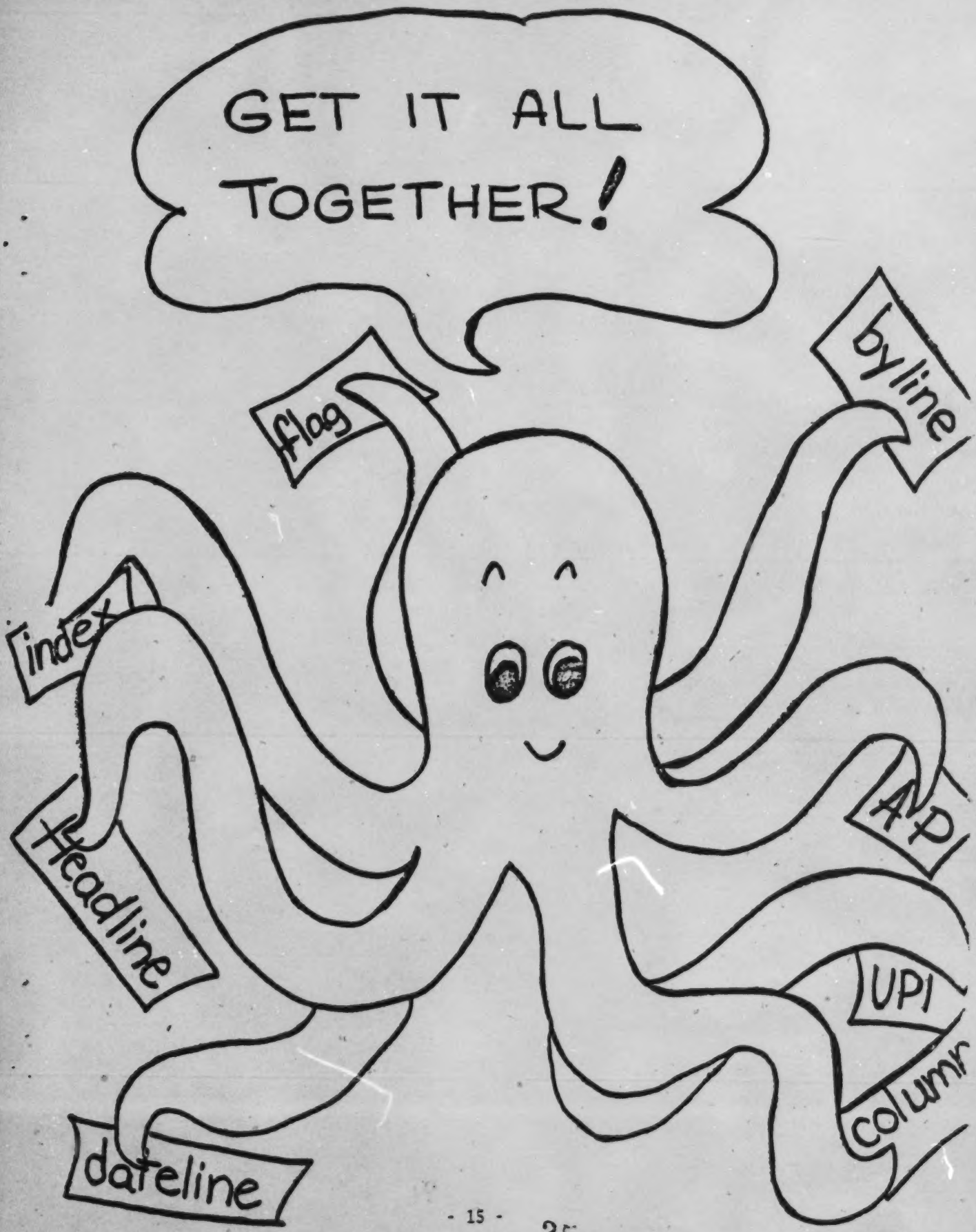
100 Ideas for Using the Newspaper in Courses in Social Science and History, Charles Berryman. Social Education, April, 1973.

Communications: Impact on Society (Sound filmstrip) Assoc. Press, c. 1974. Scott Education Division

Today's Newspaper (Film) Copley Newspapers, Copley Newspapers-Dept. of Education

The Newspaper in the Classroom, Teaching Aids for Elementary Schools, 313 S. 6th St. Springfield, Ill. 60701. UNO Bookstore $3.06.

Handbook for Use With the Newspaper in the Classroom Program. Copyright 1974 Omaha World Herald, Dept. of promotions


GET IT ALL TOGETHER!
flag
byline
index
Headline
AP
UPI
columr
dateline

NEWSPAPERS

Objective 1

Given the newspaper vocabulary and a newspaper, the student will be able to identify with 100% accuracy these terms: flag, headline, dateline, byline, index, column, wire services, masthead, lead.

Pre-Test

Identify the items that are circled and numbered on the newspaper. Use these words: flag, headline, dateline, byline, index, column, wire services, masthead, lead, (Write your answers on the answer sheet that you will find in the Newspaper Box. It is labeled OBJECTIVE 1--PRE-TEST.)

Post-Test

Given the newspaper terms, flag, headline, dateline, byline, index, column, wire services, masthead, and lead, circle and label them on a newspaper. (You will find the newspaper in the Newspaper Box. It will be labeled OBJECTIVE 1--POST-TEST.)

OBJECTIVE 1

When you finish the activities in this Learning Packet, you will be able to identify the newspaper vocabulary words with 100% accuracy:

- .flag
- .headline
- .dateline
- .byline
- .index
- .column
- .wire services
- .masthead
- .lead

LISTEN TO THE TAPE BY JOE BALDWIN FOR BACKGROUND INFORMATION ABOUT THE NEWSPAPER.

OBJECTIVE 1

ACTIVITY 1

SEARCH

For this activity you will need to get an Activity Sheet from the Newspaper Box. The sheet will be labeled OBJECTIVE 1-ACTIVITY 1. You will need a stack of newspapers, scissors and paste. Follow directions on the Activity Sheet. When you finish, place it in your Envelope.

TAPE SCRIPT

I'm Joe Baldwin. I'd like to talk to you about newspapers. I've been associated with newspapers for the last 10 years both in school and in the professional world ever since my 9th grade year. It is a fascinating field. I'm fairly certain that my lifes work will be in journalism of which newspaper work is a fundamental and important part.

I'm currently working on my Masters Degree in Communications at the University of Texas and I am also a teaching assistant there. This means that I help professors teach college students the basics of journalism which includes newspaper skills and some magazine, radio and television skills also. Before going down to Texas, I worked on newspapers in Lincoln and in Rochester, New York and worked for 2 years in the public schools of Lincoln in public relations. Public relations is a form of journalism that embraces many of the characteristics of newspaper work as well as some broadcast work and advertising work.

I think any discussion about newspaper work should be let off with the idea that newspapers have changed drastically just in the last few years. You see, newspapers up until the 1920's and 30's in the United States were the medium of mass communication in this country. What I mean is, with the exception of talking to your neighbor or friends, word of mouth communication, the newspaper was your only source of world events, national events and local events. With the coming of radio in the 1920's and 30's and televion in the late 1940's, broadcast news was born. Newspaper executives, editors and reporters could easily see that the newspaper's role as getting the news to the people first was being preempted or taken over by broadcast news; radio and television news departments. This meant that if newspapers were to stay in competition to survive along side radio and TV news, there would have to be a change in the way they brought news to their readers. So instead of trying to compete with radio and television in trying to get the news to the people quicker they decided to go more for background news. To give the readers the full story behind the news event. Many times a newspaper will run a new story knowing that it's readers have almost certainly heard a little information about an event. For instance, an explosion, a train wreck, or a fire. You may know that a fire occurred on "O" Street in Lincoln, but you want to know why, and where, and who got hurt, and how much damage was done. It is very difficult for a radio or television newscaster to give all this information, he simply does not have the time. Newspapers though, have the space and time to get you a better, well rounded story. This is increasingly the function of the news story in newspapers as it has been in magazines for 100 years. It gives the people background, more information, makes it interesting, giving the people more than just the bare facts. Still newspapers have the goal of supplying accurate, objective information to it's readers concerning national, international, state and local events. Just because you go in depth on a story, doesn't mean you can't be objective and accurate.

The newspaper also contains materials interesting to a variety of readers: the womens' page, the teenage columns, comics, sports, syndicated columns are just a few examples of the wide variety of entertainment type services.

Newspapers also support worthwhile community projects such as the Community Chest, United Fund Drive, etc. Newspapers have also been conscious lately of becoming more attractive and easy to read. But the most important obligation of the newspaper as it has been ever since the founding of this country, for

its own good as well as for the welfare of the public is to guard the freedom of the press. To withhold news from the public makes an ignorant public; but to overemphasize that news, to distort the news, makes a synical public and an unbelieving public too. If it follows the standards of good journalism and fair play, the newspaper fulfills it's obligation to the public.

As far as types of news stories in a newspaper, you can divide it up into three general categories. News could be called factual news, or as we know it in the profession, straight news. Interpretive type news and editorials. First, lets talk about factual news or straight news. This is the most common type of news. Straight forward, simple, giving you just the bare facts: who, what, when, why and how. This is the most common type of news you will find in broadcast journalism also in radio and television. I'll be mentioning radio and TV news throughout this tape because you just cannot talk about newspaper news without mentioning other types of journalism. They are interrelated, they involve people with the same types of training, they borrow from one another, and try to outdo the other. You just cannot ignore them.

As far as interpretive news goes, this is kind of a strange creature. It is somewhat in between straight news and editorial news. An interpretive story is what I was talking about before only to its extreme. It's an in-depth story. It may be a three or four part series on sewage problems in Beatrice, for example. Getting the entire historical background, personalities involved in whatever conflicts there may be, facts, figures, possible future effects. Giving you the total picture. Many times these interpretive type stories are called "Analysis by the Author", which means that the author is injecting some of his own personal views into the story, because he has known the people involved, the newsmakers over an extended period of time for instance, or by his working together statements from several different people that give you a better picture of what is going on. This is not the same type of story as a straight news story, it is not objective. That is not its intention. It is intelligently subjective, that is, intelligently biased. The author is admitting he is a human being, he is giving you his view of it based on his being an expert on covering the story over a long period of time.

When we move to the editorial page, and as I said before about the general purposes of newspapers, these go for the editorial page as well. Its goals can be described as influencing opinion, to secure reforms, to inform the readers, to promote a good cause, to show appreciation for a service and to entertain. The more entertaining aspects of an editorial page are letters to the editor columns. This is one of the most widely read section of the newspaper, because it is here that you can read the letters of citizens from your hometowns reacting to editorials in the newspaper, to news stories, to other happenings that may not have been reported in the newspaper. It is participatorial journalism. In other words, the audience is getting a chance to write in the newspaper too. This makes the newspaper that much better a source of information. In general, the editorial page is made up of editorials written by the editor and his staff or editorial writers. They do what most leaders don't have time to do: To sit through issues, to gain knowledge of crucial events that are happening in their cities and counties and states and in the nation and the world. The newspaper gives its opinion and then lets the reader sit back and make up his own mind. You can easily recognize an editorial or an interpretive story by its distinctive types of headlines and by-lines. A by-line is simply the name of the person who wrote the story or editorial. An interpretive article will many times have a small headline inserted in the area of the story saying, "Anaylsis of the Author" or in similar terms. The editorial will be appearing under a healine saying "Editorial Page". As I said before, the straight or factual types of news will occur throughout the newspaper and this includes appearing

in the sports section, in the society page or womens' section, the financial page, etc. Now these pages also contain what is known as features, that is, columns by famous individuals. These may be humorous columns, columns meant to inform a specialized area. In these areas you will also find comics, you will find an editorial cartoon on the editorial page, for instance, nearly everyday. Also throughout the paper you are going to find advertising. Some people are annoyed by advertising, they hat to turn through 8 or 10 pages of the paper and find nothing but grocery ads or ads for department stores or various other products. This is how you get your newspaper. Most people pay about 10 or 15 cents a copy for a newspaper. This doesn't even come close to paying the cost of putting out the newspaper much less the paying of salaries of the people who put it out. The difference is made up in rates charged to advertisers. If I am the general manager of Brandeis in Lincoln, for instance, and I have a big sale coming up and I want to publicize it, I go down to the Lincoln Journal and buy 4 or 6 pages worth of space to put my advertising in. Now I pay a very good rate. It may run into 1- or 20 thousand dollars worth, just for one days ad. So when you put together all the advertising money that newspapers get from charging for space to advertisers and together with the subscription money they get from readers, this is how they pay their people, pay for cost of procution of the newspaper and make a small profit in putting out the newspaper. This is how it works in other forms of journalism too, commercials on TV and radio for instance.

Also entering in here is another form of journalism, the advertising agency. I'll just describe it briefly. Advertising agencies produce advertisements for newspapers and magazines and commercials for radio and television stations. Many times the newspaper or TV stations do not have the expertise or skill to put together an attractive readible, listenable ad or commercial. This is what the advertising agency does, it's just one more clog in the machinery that puts out the news and other forms of mass media entertainment.

Getting back to newspapers, I think you should remember that having read the news in your newspaper, having read the editorial page, looked at some of the features, comics, sports, society news, you should weigh the evidence of what has been provided to you and form your own opinions. The intent of a newspaper is not to have you read it and say "Yea sure" and put it away and forget about it. It is supposed to leave an impression on your mind. Your mind should work. You should say "Yes, I agree with that" or "No, I disagree with that" or "The issue is still confusing, I should read more about it and make up my mind." Many psychological studies have shown that information presented in a newspaper does not really change the mind of too many people too often. It seems to crystalize or set the opinions you already hold, the opinions you have gained from growing up, or through talking to your parents or friends. But every once in a while, a newspaper article or an editorial will change your opinion on an issue because you have gotten more information about it. You must keep this in mind, this is a function of a newspaper, it is what it tries to do in helping it's readers find the truth. It's been said that news and feature stories, interpretive stories, editorials are the life substaining ingredient of a newspaper. The blood, sweat, tears and laughter of the human race. All that a newspaper can do it report the news as accurately, adequately, and as clearly as it can. Most of the work is left up to you, the reader. You have to interpret the news, you have to choose which articles you want to read, what you are going to remember about those articles, what opinions you are going to form after having read those articles. The facts alone are easily misinterpreted. Your background of experience and skill in using

the information you have been given in a newspaper to draw conclusions, make judgements, and question the face value of those facts will go a long way in developing the opinions you hold about the world. The newspaper is your window on the world and how you use that window determines what your attitudes on the worl will be.

It used to be that upstanding men and women didn't read the sports section of the newspaper. It was full of unsavory characters, gamblers, boxers, horse racers, theives, swindlers, a whole description of a microcosm of all the unsavory elements of the human race. Well that is simply not true, probably never was and none more so than today, because sports is the true American way of life. Everyone is involved in sports or at least interested in it. Especially with the new women's consciousness. Women are finding that if they want to participate in sports, they should be able to do it and they are doing well at it. The total effect is that every newspaper reader is becoming more and more tempted to look at the sports section and when he or she looks at it they find the same type of news stories and features that they find in other parts of the paper. You will find factual news stories on sports events. Team A beats team C by five runs, for instance. But you will also find columns and editorials. The sports editor and his sports staff will comment on local, national and world sports events giving you the background on them - the inside story. They are not always objective presentsions, they may be biased presentations but this and an editorial may be the only way to get at the truth. You will also find features such as an instructional series of cartoons on how ti improve your golf swing, or outdoor and camping news. Appearing on the sports page are "How to do it better tips" on camping, fishing, hunting, etc. You will also find an interesting group of statistics. For instance, during the baseball season you will see the standings in the American and National League everyday. It is important to know how to read these statistics. They are presented in a very simple form. They contain a lot of information. The same goes for professional football or basketball or golf or hockey or most any team or individual sport will have statistics. They are presented in very simple and readible, called tabular form, on the sports page.

More and more I find as I talk to the students that I work with in Texas that sports is becoming a more desirable area to work in for reporters and editors because it seems you can get to the essential human condition through sports. When you talk to a man or a woman about the sport he or she competes in, you are getting more to the soul or the person. You are describing him better and thus you are writing a more satisfying, more complete story about him. Or you are editing a more interesting, more appealing story about a human being in the world around him. It seems that you have fewer of the disadvantages of covering news events when you are in the sports world. So it is definitely not a fading part of the newspaper, it is an important, living, vibrant part of the newspaper where you can probably find more interesting stories and a variety of new stories and features than on any other section of the newspaper.

I think we should briefly discuss the types of people that work for a newspaper. First, the people who actually put out the editorial part of the newspaper, the words and pictures you see. These are reporters. These people go out and gather the news, bring it back on notebooks or in their heads to the newspaper office and type out a story. These are the most famous, the glamorous jobs of the newspaper. These are the people who's names you see under the headlines and over stories - the by-lines. A city council story written by a reporter shows his or her name everday. Then there are the editors and these

are the people who put together all these stories that are written by the reporters with the other elements of a newspaper and put it into an attractive readible package. There are various kinds of editors. There are copy desk editors; these are the people who get the stories from the reporters andmake it read just a little bit better. Then there is what is know as news editors and managing editors. These people coordinate the entire operation, making sure that the important stories get covered, makeing sure the best qualified people report on those stories, making sure the whole operation runs smoothly. Then there are the editors; the high level editors and publishers. These people manage the business side of the newspaper, making sure it is on a solid financial foundation. They set the editorial policy for the newspaper; what the newspaper expresses in its editorials, its general opinion on news events. Then there are specialized departments, such as the advertising department. This group coordinates the sale and the production of advertising in the newspaper. They let the editorial department know what ads are going to be where in the newspaper a day in advance. Then we have the various production departments; printers, pressman, people who deliver the newspaper, the circulation department. All these people together put out the newspaper and if any one groups slips up, the newspaper just is not going to get to your front door.

It used to be that if you had a reasonable command of the English language and were bright, smart, intellegent, willing to work hard, chances were pretty good you could get a job at a newspaper. That just isn't true anymore. To work for a good quality newspaper, you are probably going to have to attend a four college or university and get an undergraduate degree in journalism and even then, that is no guarentee that you will be able to work for a newspaper because with t he uncertain economy and other unstable factos the job market for new people wanting to work in newspapers is kind of tight right now. I advise my students, that while they are going to school and working towards a journalism degree, to also work part time for a newspaper. It may be a college paper or a small local newspaper or even a big city newspaper on a part time basis. One needs on the job experience as well as the college training in order to insure yourself of a better chance of getting a job in newspapers. This is true in almost any profession. I think those of you that want to become doctors or lawyers or any other profession realize that not only do we have to go to school and get some type of advanced training beyond high school, we will have to also work at that profession from the bottom up.

OBJECTIVE 1 - ACTIVITY 1

Read through this Activity Sheet. Scan the newspaper for the items you are asked to find. Cut them out and paste them under each heading.

Headline - title of a newspaper story.

Dateline - line at the beginning of a story giving the place and the date of the reported story.

Byline - signature of a writer appearing at the head of a story.

Wire Services - organizations that gather and distribute news by teletype.

AP - Associated Press

UPI - United Press International

Lead - opening sentences of a news story, containing summary of story.

Column - sections of print separated by blank spaces.

Masthead - matter printed in every issue of a newspaper, stating the title, ownership, management and subscription rates.

Flag - the newspaper's name on the front page.

Index - a listing of where to find different kinds of information in the paper.

Need help??? See OBJECTIVE 1-ACTIVITY 1 - SELF HELP

Teacher made game cards: one set of cards with pictures of various parts of the newspaper, one set of cards with names of the parts of the newspaper represented by the pictures.

OBJECTIVE 1

ACTIVITY 2

GOOD NEWS GAME

Purpose: Match words and Meanings

Place deck face down on table. First player turns two cards face up. If cards match player keeps and turns up two more cards. If cards don't match, player turns cards face down. Second player turns two cards up. Game proceeds until all cards are held by players. Player with most cards wins game.

OBJECTIVE 1

ACTIVITY 3

FUN FEATURE

Choose one or more.

1. Find five different date lines. Locate them on the world map. Which is farthest away?

2. How many wire services can you find? List them.

3. Make a collection of headlines.

4. Make a collection of mastheads.

Newspapers at center.
Use own paper for activities.

Newspaper Career

WHY SHOULD OUR YOUNGSTER HAVE A NEWSPAPER ROUTE?

The living is good. Plenty of money, nice home, nice furnishings, another salary raise in sight; we've never had it so good. Why should our youngster manage a newspaper route? Most any educator or businessman will tell you why in three simple words; it builds character.

Often times the child who grows up in comfortable circumstances and who gets his weekly "handout" from dad never realizes the value of money or the efforts required to make it and manage it, until he's on his own. By then attitudes and habits are difficult to reverse.

But the newspaper carrier learns valuable lessons that stick. While making money on a newspaper route is important, the experience of getting-the-job is important. When through route management, responsibility and self-confidence are acquired at this early age, a newspaper carrier has an advantage over other youngsters that no amount of money can buy.

**Reprinted from the Sunday Journal and Star

Who is your newspaper carrier?

NEWSPAPER CAREER

JOB DESCRIPTION

JOB TITLE:

News Editor

SUMMARY OF DUTIES:

Responsible for the makeup function; coordinates production requirements and news requirements as needed.

SPECIFIC DUTIES:

1. Apportions space from page dummies received from the Advertising Department. Assigns space for business and oil news as determined from advertising Department requirements.

2. Schedules features such as science and bridge columns, cartoons, weather, crossword puzzles, etc.

3. Makes up pages in the composing room. Cuts stories or supplements stories in keeping with space requirements.

4. Insures that pages are available to meet deadlines. Assists in checking the paper off the press for each edition.

MINIMUM JOB SPECIFICATIONS:

EXPERIENCE: 7-10 Years

REPORTS TO: Sr. News Editor

NEWSPAPER CAREER

JOB DESCRIPTION

JOB TITLE:

Telephone Desk Clerk/
Circulation

SUMMARY OF DUTIES:

Responsible to the Telephone Desk Supervisor for accepting customer service requests or complaints received by telephone and the handling of mail for the Independent Contractors.

SPECIFIC DUTIES:

1. Receives telephone calls relating to new subscriptions, subscription cancellations, customer service, complaints, requests for out-of-city mail, paper route applications, and messages for the Independent Contractors. Makes record of all calls received by completing forms and passes forms to Telephone Desk Router.

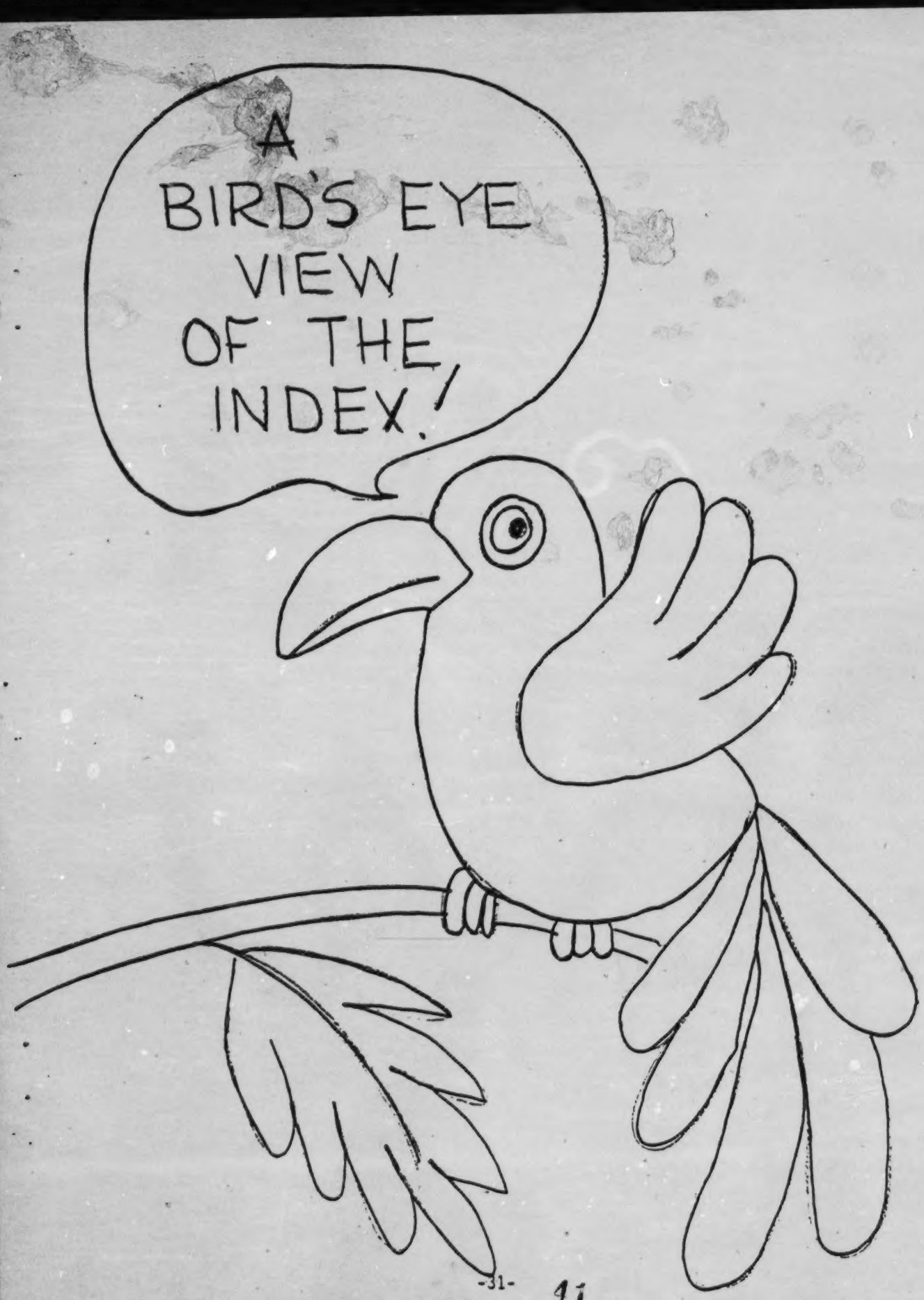
2. Sorts and files all mail for Independent Contractors. Checks mail before inserting in contractor envelopes for delivery to the contractors.

3. Provides follow-up on customer service requests by checking with customers. Telephones prospective customers in an attempt to obtain new subscriptions.

MINIMUM JOB SPECIFICATIONS:

EXPERIENCE: 0-6 months

REPORTS TO: Telephone Desk Supervisor


A BIRD'S EYE VIEW OF THE INDEX!

LOOK

FEATURES

INDEX

Where to Find It

Action Editor	9	Robert McMorris	18
Amusements	18, 19	Record	36
Ann Landers	11	R.F.D.	29
Ask Andy	18	Rolling Stone	19
Comics	16	Sports	21 to 24
Peter Citron	37	TV and Radio Programs	37
Crossword Puzzle	16	Dr. Theodore Van Dellen	11
Deaths	36	Want Ads	28 to 35
Editorial	10	Weather	36
Markets, Financial	26 to 28	Women's News	11, 12
People	13	World Datelines	14

INSIDE YOU'LL ALSO FIND

Ann Landers	8	Financial	10,11	Radio	16
Births	16	Horoscope	22	Regional	6,7,12
Comics	22	Legal Notices	16	Shopper Index	9
Crossword	22	Lincoln	5,7	Sports	13-15
Daily Record	16	Markets	10,11	Stocks	10,11
Deaths	10	Metro-Area	5,7	Television	16
Editorial	4	Movies	6	Things To Do	6
Emergencies	6	National	2,3	Want Ads	16-21
Entertainment	6	Nebraska	6,7,12	Weather	10
Event Calend	6	People	8,9	World	2,3

Feature Articles

Pre-test

1. Define the following words:

Comics_____

Crossword_____

Weather_____

Horoscope_____

Legal_____

Television_____

2. Give two comic strips. (Name them)

a._____

b._____

3. List 5 feature articles that are not given in number one.

a._____

b_____

c._____

d._____

e._____

4. Match the following feature articles.

____Jean Dixon	a. German Shepherd Puppy
____Legal Notices	b. Your Horoscope
____Weather	c. Court News (Marriage licenses, birth, death and Real Estate)
____Want Ads	d. Showers, rain
____T. V. Channel	e. KFOR
____Radio	f. KOLH

Date_____ Name_____

2. Given an Index in a Newspaper the student will be able to locate five of the feature articles listed in the index.

Materials Needed:

Current editions of Newspapers (local, state, and national) paste, scissors, paper, crayon or a red magic marker.

Directions Needed:

Clip Index of newspaper showing listings of all feature articles. Use index to find different articles listed in the newspaper. Do research work. Use charts, books, and encyclopedias to further your study of Index and the study of feature stories. Remember to write your name at the top of your paper along with the number of your task.

INDEX--FEATURE ARTICLES

Task 1.

Using a newspaper find and circle with a red crayon or magic marker five of the sixteen features given below.

Study the meaning of words you do not know.

Ann Landers	Regional	Sports
Comics	Horoscope	Radio
Crossword	Things to Do	Want Ads
Daily Record	Weather	Women
Legal Notices	Markets	Television
Nebraska		

Task 2.

Use yor Newspaper Index.

Choose 5 feature articles.

Find them in your newspaper. Cut out and mount neatly on a piece of paper. Label your work.

Task 3.

Two students may work together as a team or alone.

In an envelope labeled Feature Articles, see if you can match five articles with the correct title. List them carefully on a sheet of paper.

Task 4.

Study the Index of the newspaper. Select one Feature Article. Cut out and mount neatly on a sheet of paper. Write in your own words what the article is about.

Task 5.

Study the Index of the Newspaper.

Define the following words.

1. Horoscope_____
2. Legal_____
3. Sports_____
4. Comics_____
5. Weather_____
6. Television_____

Task 6.

Use your Newspaper Index. in the envelope.

Choose two Feature Articles and answer these questions about each one.

1. Who or what is the Feature Article about?
2. Can you understand the Feature Article's message?
3. Does the caption help explain the point?
4. Write in your own words the message of the Feature Article.

Post-test

Feature Articles

1. Define the following words:

   a. Horoscope

   b. Legal

2. List 5 feature articles.

   a._____

   b._____

   c._____

   d._____

   e._____

Circle the correct one (Feature Title)

3. Baseball, golf—a. Ann Landers

   b. Sports

   c. Eric Kramer

4. KFOR Station a. Television

   b. Radio

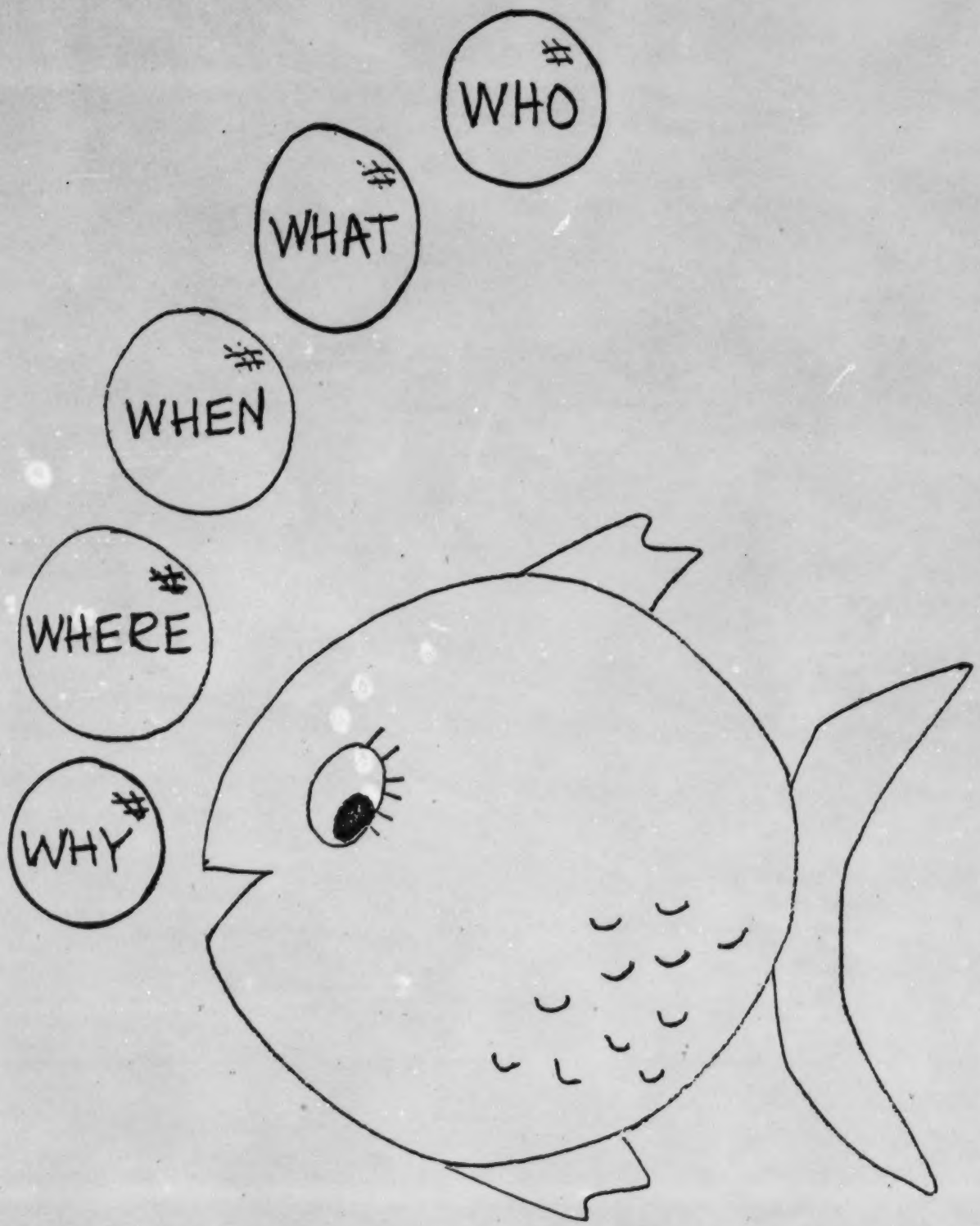
Fill in blanks : (What index heading would each of these feature articles be under?)

5. Peanuts and Orphan Annie are _____.

6. Television Channel 10 is _____.

7. Court News (Marriage licenses, birth, death and Real Estate) goes under what feature article? _____

Date_____ Name_____


WHO
WHAT
WHEN
WHERE
WHY

OBJECTIVE:

When given a straight news article, the student will be able to identify the five W's in the story.

TEST TIME * TEST TIME * TEST TIME * TEST TIME * TEST TIME

DIRECTIONS:

Read the straight news story on the following page. List the five W's on your paper and find them in the story. (Teacher must put current newsstory in packet.)

The five W's of a news story are: Answer the 5 W's in this story.

1. _____? 1. _____

2. _____? 2. _____

3. _____? 3. _____

4. _____? 4. _____

5. _____? 5. _____

sometimes _____? _____

Name _____ Date _____

Listen to the tape in your packet which describes a straight news story. (Teacher will need to provide a brief tape describing a straight news story.)

TASK 2

Look through the news articles provided in the envelope on the next page. Choose ONE and reread the article carefully. Answer the five W's in your article. Use worksheet provided. (Teacher must provide collection of current news articles.)

Activity 2

WHO? _____

WHAT? _____

WHEN? _____

WHERE? _____

WHY? _____

SOMETIMES HOW? _____

* IF ANSWER IS NOT INCLUDED WRITE N.I. on THE LINE!

Name _____

Date _____

TASK 3

Using one of the headlines provided on the next page, write your own lead paragraph answering the five W's. (Teachers must provide collections of news headlines.)

Something that happens is called an event or happening. The best way for a news reporter to find out about an event is to see it. But a reporter can't always be where the action is so then he has to interview. In other words, he talks to other persons to find out the five W's.

WHO was part of what happened?

WHAT was it that happened?

WHERE did it happen?

WHEN did it happen?

WHY did it happen?

sometimes HOW did it happen?

TASK 4

Read the following page to find out more about newspaper reporters and the jobs they do. Then answer the questions on the worksheet.

Freedom of speech and of the press is guaranteed by the First Amendment in the Bill of Rights of the Constitution. It is the responsibility of the press to serve the people by seeking the truth at all times.

News is a report of what people do, feel, and think on a local, state, national, or international basis. Any event that is considered interacting enough to report is news. News has timeliness; it has just happened.

A good news reporter must have a curiosity which drives him to search deeper than just the facts as they appear on the surface. Imagination helps the reporter to see events as possible news stories. Judgment allows him to distinguish the important from the unimportant. Above all, reporters know the news is where he finds it. He understands that there are no on-duty and off-duty hours:

Reporters can be classified according to the sources from which they get the news.

1. Cub reporters are just beginning in the reporting field. The work of the cub is watched carefully by the city editor.
2. Heat or Run Reporters are assigned to where most of the local news is. These reporters spend their day continuously checking the news centers where they have been assigned.
3. General Assignment reporters cover meetings, conventions, interviews, and events which the best reporters do not have time to get.
4. Rewrite men get news by telephone or radio from reporters out on assignments. These men are fast and smart writers because their news comes from all kinds of reporters.
5. Special Assignment men are usually reporters who are well-rounded and can be depended on to cover anything in a responsible way.
6. Columnists contribute daily articles which are on a specific subject area, such as fashion, business, and society.
7. News correspondents cover the events in their area that might interest the newspaper's readers. Usually the name correspondent is used when referring to reporters in foreign countries.

The news is gathered for the newspaper by these reporters who are assigned beats to seek out stories or sent to places where something is happening. Photographers take pictures of the story. After the facts are gathered, the reporter tries to answer the questions of who, what, when, where, why, and sometimes how in the news story. After the story is written, the news editor decides where the story will be placed in the newspaper. The story then goes to the copy editor who corrects the story for mistakes. The headline is written. The story then becomes news for us to read.

Name _____ Date _____

Language of
News Reporting

What Is News? _____

_____

_____

What makes a good reporter? _____

_____

_____

Tell all the different kinds of reporters.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Which kind of reporter would you like to be? _____

How is news gathered for the newspaper. _____

_____

_____

Name the three types of news stories.

1. _____

2. _____

3. _____

Name _____ Date _____

TASK 5

Listen to the tape which will explain the life of a news story. Go to bulletin board and trace the steps of a news story.

TASK 6

Read the HELPFUL HINTS FOR INTERVIEWING.

Interview someone about a current happening.
(use next worksheet)

Persons to interview might include:

your teacher

mom or dad

a camp leader

a classmate

your principal

a swim coach, etc.

P.E. teacher

music teacher

scout leader

a neighbor

P. T. A. president

police officer

HELPFUL HINTS FOR INTERVIEWERS:

Make an appointment with the person to be interviewed.

Be courteous and introduce yourself

Be brief and to the point

Speak clearly

Take concise and accurate notes (remember paper and pencil)

Remember to answer the five W's

You may want to interview more than one person about the event. Why?

A straight news story:

When a newspaper reporter reports the news, he tells about something that happened. A good reporter tells it just the way it was, doesn't leave anything important out, and does not add his own opinion.

A good reporter is always alert for news happenings. Have your pad and pencil ready to jot down notes.

WHO _____

_____

WHAT _____

_____

WHEN _____

_____

WHERE _____

_____

WHY _____

_____

TASK 7

Rewrite your news story using your notes. Further editing may be necessary later.

Reporter _____

NEWSPAPER CAREER

JOB TITLE:
Senior Reporter/City Desk

SUMMARY OF DUTIES:
Responsible for locating, gathering and writing straight news and feature stories; selects, initiates, and writes in-depth, interpretive or comparable stories on a regular basis.

SPECIFIC DUTIES:

1. Responsible for assigned beat(s) or general assignments or combination of both.

2. Initiates and maintains appropriate contacts within assigned area.

3. Obtains necessary information through interviews, research, investigation, contacts, or other means to write news, feature, and/or human interest/color stories.

4. Fills in on beat or general assignment as required.

5. Assists as necessary in making arrangements for pictures.

6. On a regular basis, selects, initiates, and write in-depth and interpretive or comparable stories.

7. Rewrites and edits as assigned.

MINIMUM JOB SPECIFICATIONS:

EXPERIENCE: 1½ to 3 years

REPORTS TO: Editor/City Desk

NEWSPAPER CAREER

JOB TITLE:
Reporter/City Desk

SUMMARY OF DUTIES:
Responsible for locating, gathering and writing straight news and feature stories; may occasionally write in-depth, interpretive or comparable stories.

SPECIFIC DUTIES:

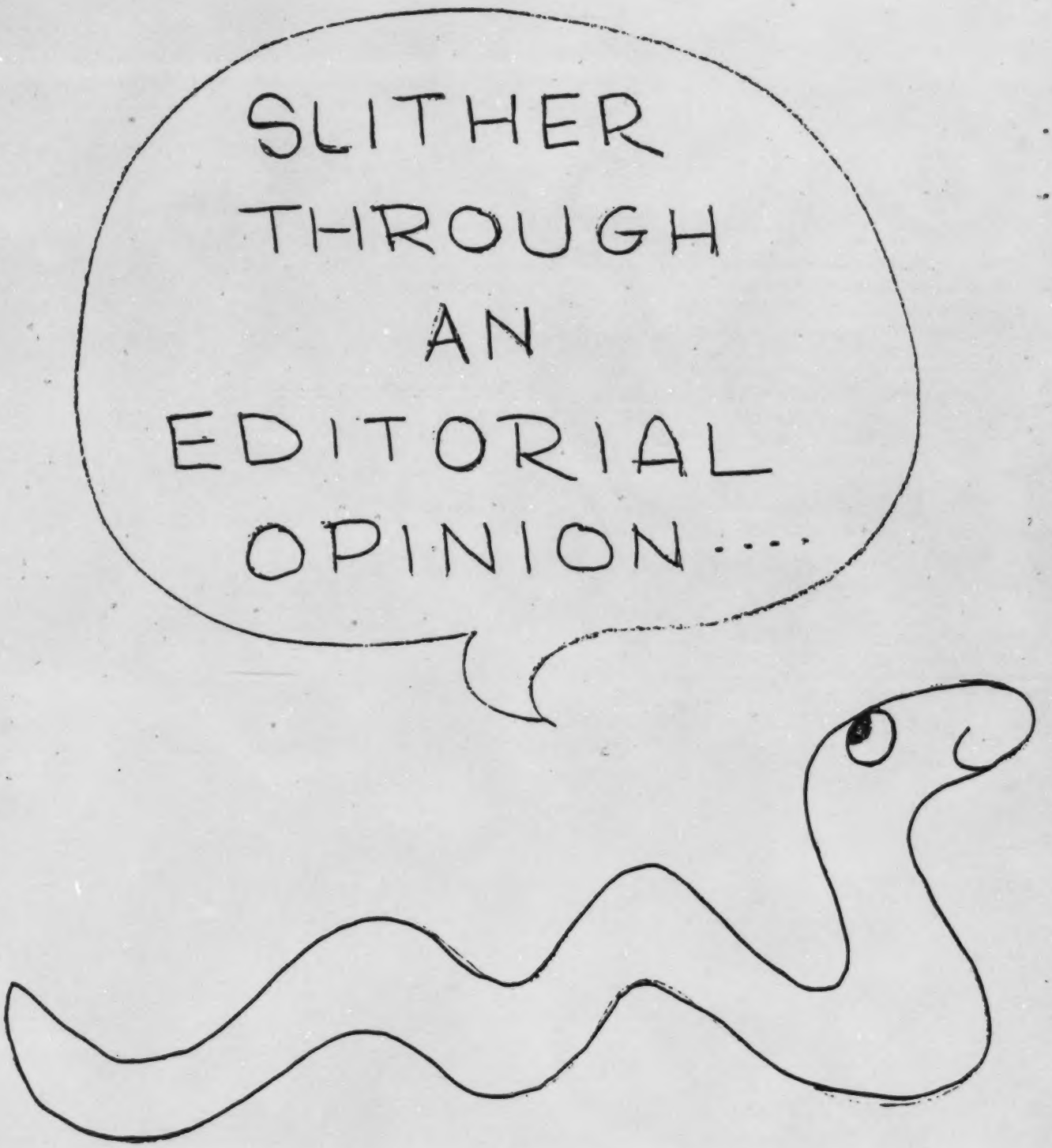
1. Responsible for assigned beat(s) or general assignments or combination of both.
2. Maintains appropriate contacts within assigned area.
3. Obtains necessary information through interviews, research, investigation, contacts, or other means to write news, feature, and/or human interest/color stories.
4. Fills in on beat or general assignments as required.
5. Assists as necessary in making arrangements for pictures.
6. Rewrites and edits as assigned.

MINIMUM JOB SPECIFICATIONS:

EXPERIENCE: 6-17 months

REPORTS TO: Editor/City Desk

You have now completed this learning packet. Do the test at the beginning of this packet. If you pass the test, the teacher will punch your progress card.


SLITHER
THROUGH
AN
EDITORIAL
OPINION....

Objective 3

Given a collection of newspaper articles, the student will be able to identify two that are editorials.

Pre-test

Look at the articles in the envelope. Label two that are editorials. Write the numbers on the answer sheet. (The answer sheet is in the Newspaper Box. It is labeled OBJECTIVE 3--PRE-TEST.) (Teachers will need to provide newspaper articles among which are editorials and a checking sheet which identifies those that are editorials)

Post-test

Choose two examples of editorials from the collection of articles found in the envelope in the Newspaper Box. Write the answers on the answer sheet. (The answer sheet is in the Newspaper Box. It is labeled OBJECTIVE 3--POST-TEST.)

OBJECTIVE 3

ACTIVITY 1

EDITORIALS

Listen to the tape in this envelope. It will tell you about editorials. When you have finished listening, write 3 purposes of an editorial. Write your answers on your own paper. Check your answers. Answer sheet is filed in Newspaper Box under OBJECTIVE 3-ACTIVITY 1.

(Teachers will need to provide a brief teacher-made tape giving the basic essentials of an editorial as well as an answer sheet.)

OBJECTIVE 3

ACTIVITY 2

FACT OR OPINION

News stories and editorials are in the envelope. Write the numbers of the articles you think are editorials. Write the numbers on your own paper. Check you answers. Answers in Newspaper Box under OBJECTIVE 3--ACTIVITY 2.

(Teachers provide an envelope conteining news stories and editorials as well as a checking sheet)

OBJECTIVE 3

ACTIVITY 3

EDITORIAL? NEWS?

A sentence is circled in each of the articles. Rewrite the circled sentences so they could be used in a news story instead of an editorial. Use your own paper. Check your answers. Answers in Newspaper Box.

(Teachers provide editorials with statement of opinion circled.)

WIGGLE
AND
GIGGLE
THROUGH
CARTOONS!

OBJECTIVE:

Given the examples of four newspaper cartoons, the student will be able to name and give one characteristic of each.

TEST * TEST * TEST * TEST * TEST * TEST * TEST * TEST

Look at the four examples of Newspaper cartoons.
Name the four kinds of cartoons found in a newspaper and write down one characteristic of each.

1. Kind _____
   Characteristic _____
   _____

2. Kind _____
   Characteristic _____
   _____

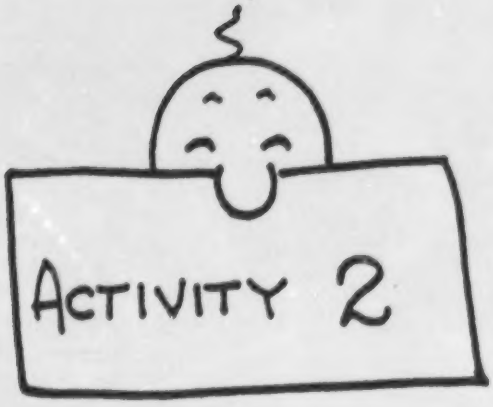
3. Kind _____
   Characteristic _____
   _____

4. Kind _____
   Characteristic _____
   _____

Name _____ Date _____

Listen to the tape explaining the four kinds of cartoons found in a newspaper.

1. Advertising Cartoons
2. Single Frame
3. Comic Strip
4. Political or Editorial Cartoon



Commercial advertisers use clever cartoons to attract the attention of the reader who may become the buyer.

List the kinds of cartoons you might use to advertise a product during the Christmas holidays, Easter, the 4th of July, Thanksgiving, Halloween, Valentine's Day, St. Patrick's Day, the first day of school, and New Year's Day.

WHICH CARTOONS

CHRISTMAS _____

EASTER _____

4th OF JULY _____

THANKSGIVING _____

HALLOWEEN _____

VALENTINE'S DAY _____

ST. PATRICK'S DAY _____

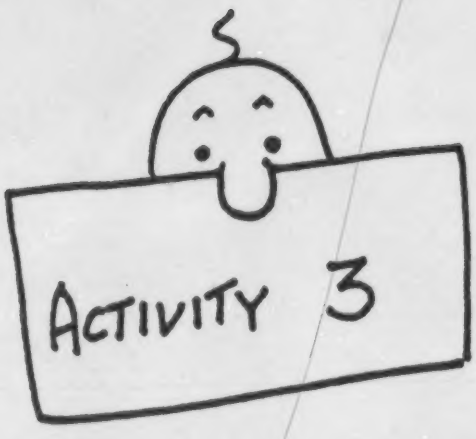
THE FIRST DAY OF SCHOOL _____

NEW YEAR'S DAY _____

OTHER? _____

Choose two of the above and draw an advertising cartoon below.

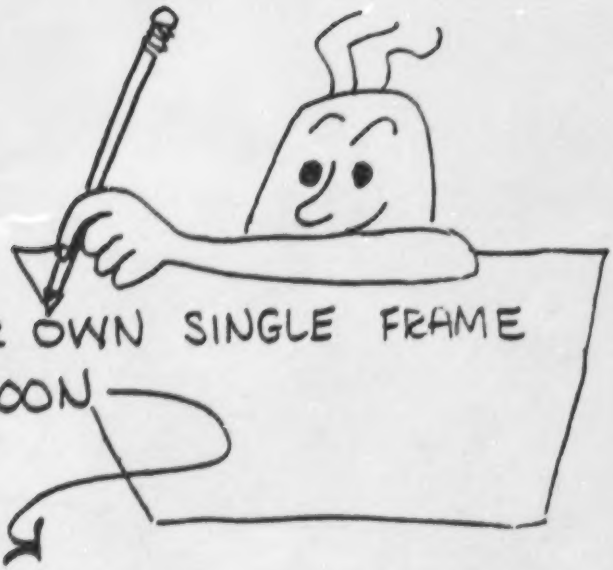
Name _____



Cartoons may occupy only a single space or a single frame. The cartoonist has one chance for his joke in a single frame with a single caption.

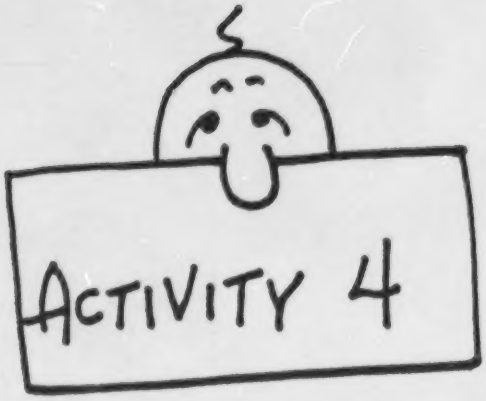
Enjoy the following single box cartoons and then try one of your own.

77



TRY MAKING YOUR OWN SINGLE FRAME CARTOON

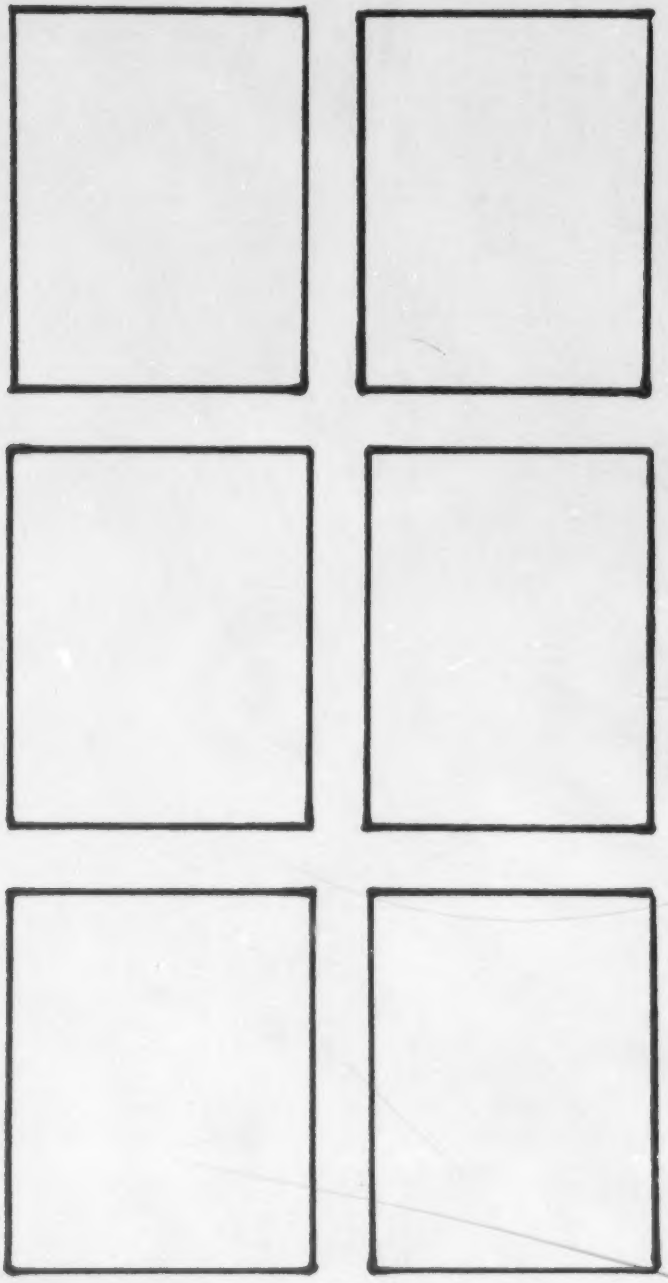
CARTOONIST_____



Look at the WORD PLAY cartoons on the following page. Try making WORD PLAY cartoons of your own. Look around the room or in your newspaper for ideas.

TRY MAKING WORD PLAYS

LOOK IN YOUR NEWSPAPER FOR IDEAS.



A number of dictionaries and/or thesauruses could serve as a source for ideas, as would pre-prepared word lists. The

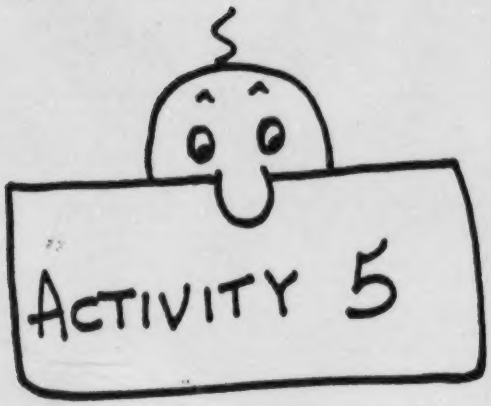
clever

following are words were quickly selected from a dictionary as ones I would be able to "illustrate" in WORDPLAY fashion. Abalone, abbreviation, abnormal, A bomb, absence, accountant, acorn, acrobat, actor, admire, arrow, arrowhead, agent, almond, ammo, amoeba, amorous, ample, amulet, amputate, anchor, ant, ape, Ariadene, artist, askew assassinate, assist, a"trophy"ic", avalanche, aviary, avocado, awl, badge, bag, ball, balance, bald, ballet, balloon, ballpeen, banana, bandage, bandbox, bandit, bang, banjo, barber,

. Globe,
flower, clock, button, book.

balloon, pencil, pen, love, window, kite, banana, apple, clown, boy, girl, flag, cup, tree, eye, comb, chair, lollipop, cup, rabbit, door, star, music, hat,

barefoot, barrel, basket, bat, baton, beast, bee, berry, beverage, bishop, blackeye, . . .



Comic strips are a series of cartoons in sequence usually no more than four frames long.

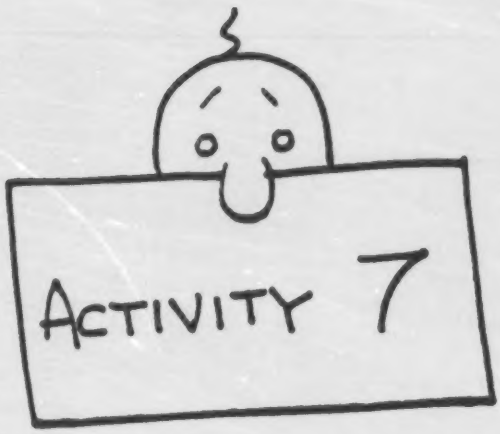
List five strip cartoonists in the newspaper and tell which cartoon they draw.

STRIP CARTOONISTS

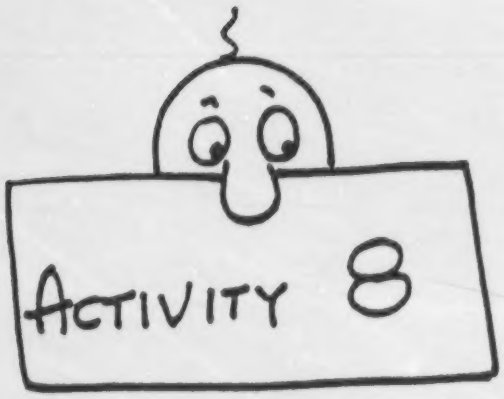
CARTOONIST	NAME OF THE CARTOON
1.	
2.	
3.	
4.	
5.	

Name _____ 82

On the following page you will find cartoon strips that have been cut apart. Place the cartoon frames in proper order so that the cartoon makes sense.



Some strip cartoonists continue the same theme in their cartoons throughout several issues of the newspaper. Charles Schultz sometimes does this with his PEANUTS cartoon. Place the following cartoon strips in the order you think they appeared in the Lincoln Evening Journal.



On the next pages you will find a NANCY cartoon with the conversation missing. Write your own funny lines for these cartoon balloons. Compare your ideas with the cartoonist, Ernie Bushmiller, by peeking under the cartoon frames.

Read the book called CARTOONING by George F. Horn. Look through the books called ANIMATED CARTOONS and MODERN CARTOONS.

Look at the following pages on how to draw facial expressions and writing cartoon conversation.

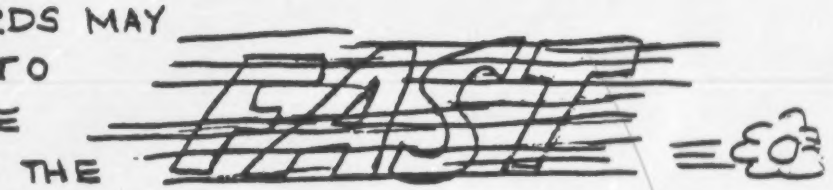
HOW TO WRITE CONVERSATION:

SOME CARTOONS HAVE THE SPOKEN WORD PLACED NEXT TO THE FIGURE SPEAKING.

OTHER CARTOONS USE THE BALLOON THAT POINT TO THE SPEAKER.

A TELEPHONE VOICE COULD BE DRAWN LIKE THIS.

SOME WORDS MAY BE DRAWN TO REFLECT THE MEANING OF THE WORD. TRY MAKING YOUR OWN!

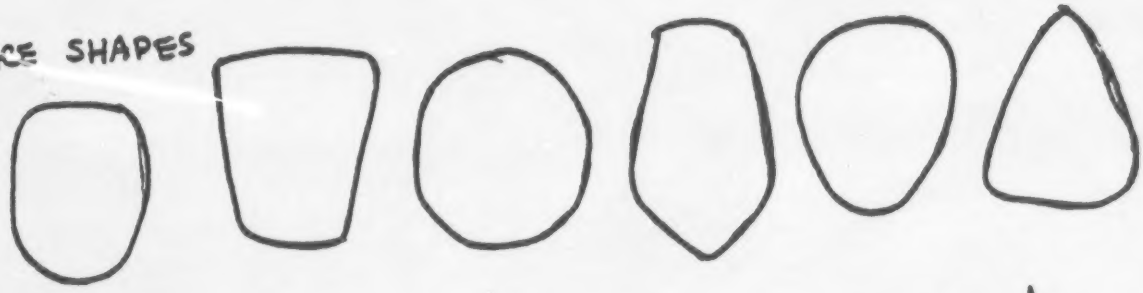


GLASSES

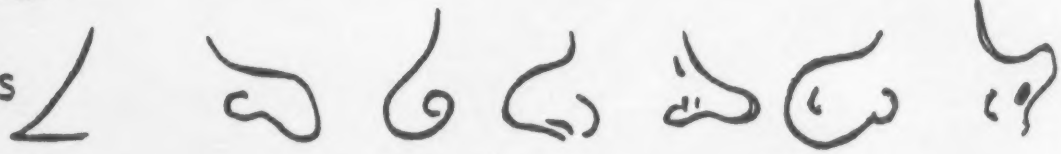
MOUSTACHES

HATS

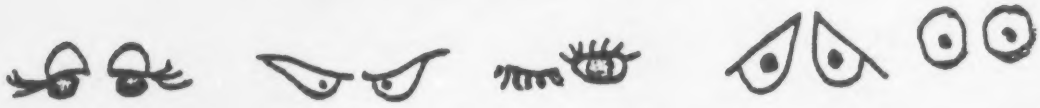
FACE SHAPES



NOSES



EYES



MOUTHS

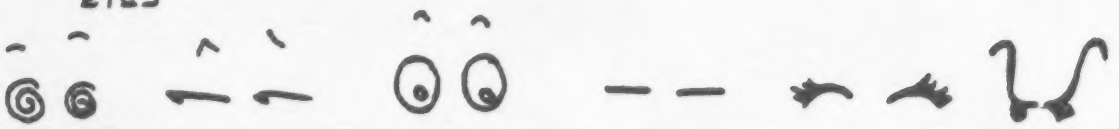
BE WELL-ACQUAINTED WITH FACIAL EXPRESSIONS:

- VARIATIONS ON SHAPE OF HEADS, NOSES, EARS, EYES, MOUTHS, HAIR, BEARDS.
- HOW DIFFERENT MOOD AND ACTIONS AFFECT FEATURES.
- HOW THE EYES, NOSE, MOUTH, EARS AND HAIR INTERACT IN EXPRESSING A FEELING.

EYEBROWS

HAIRSTYLES

EYES



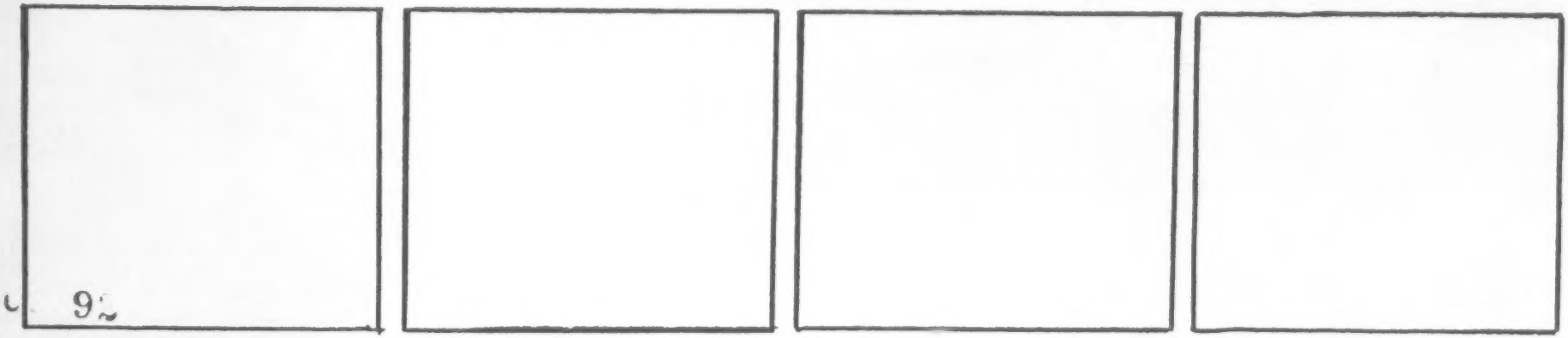
EARS

Draw an original cartoon strip using 4 frames on the sheet provided. Remember your point or idea and use humor. Your cartoon may be shared with the class by making a transparency for the overhead or pinning your cartoon on our Cartoon Bulletin Board.

DRAW AN "ORIGINAL" COMIC STRIP

NAME OF CARTOON _____

CARTOONIST _____

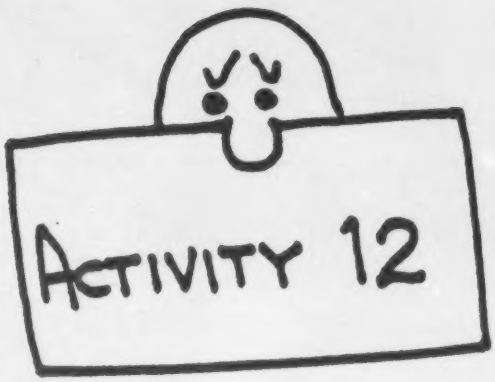


Editorial cartoons are hard hitting drawings, usually of political figures, and are very effective in giving the opinion of the newspaper. One way newspapers use editorial cartoons is to help the reader think about serious problems through humor.

Study the editorial cartoons on the following pages. Who is the central figure in each of these cartoons?

List three facial features used most in these caricatures.

Look through the book called NI(X)ON RATED CARTOONS.



Personalities in the news are often used by the cartoonist to get his point across to the public. Look on the following pages for photographs and caricatures of famous people. A cartoonist studies the facial features of the person carefully before he draws the caricature.

Match the caricature with the proper photograph. For more caricatures of famous people, look at the PERSONALITIES pages found in the book NI X ON RATED CARTOONS by Luries. The pages are, 52, 86, 123, 155, 186, 201, 226, 250 276, 315.

Symbols are very important to the editorial cartoonist. Picture symbols can take the place of words.

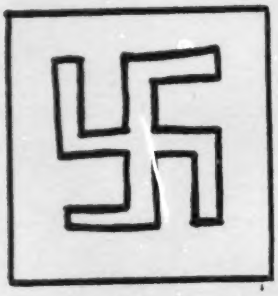
Look at the symbols on the next pages and tell what you think they stand for. Add some ideas of your own on your worksheet.

TELL WHAT THESE SYMBOLS MEAN!

1.

2.

3.

4. 

5.

6.

7.

8.

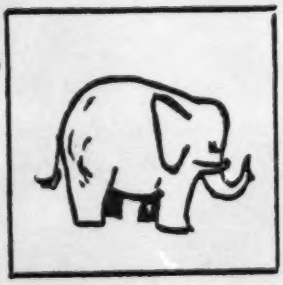
9.

10.

11.

12.

13.

14. 

15.

SYMBOLS STAND FOR SOMETHING!
What do the symbols on the previous page stand for?

1._____ 2._____ 3._____

4._____ 5._____ 6._____

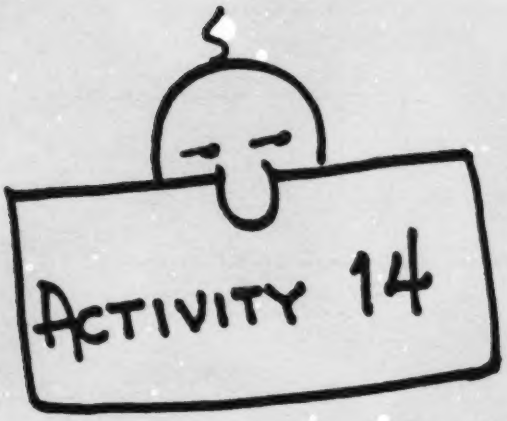
7._____ 8._____ 9._____

10._____ 11._____ 12._____

13._____ 14._____ 15._____

Now draw and name some symbols of your own below!

Name _____



Study the editorial cartoons in the envelope of the following page. Choose two of the cartoons and answer these questions about each one.

1. Who or what is the cartoon about?
2. Can you understand the cartoonist's message?
3. Does the caption help to explain the point?
4. Write in your own words, the message of the cartoon.
5. Is the cartoon humorous? Why or why not?

On the following page you will find a written editorial with an editorial cartoon. Study it and then answer these questions.

1. Can you figure out the message in the cartoon without reading the article?
2. Who is the central figure represented by the caricature?
3. Do you think the cartoon adds to the written editorial?
4. What does the bag stand for or symbolize?
5. Why does the bag have a hole in it? What is leaking out?
6. How well do you think the cartoonist got his opinion across to the reader?

List three artists who draw editorial cartoons.

EDITORIAL CARTOONISTS

1. _____

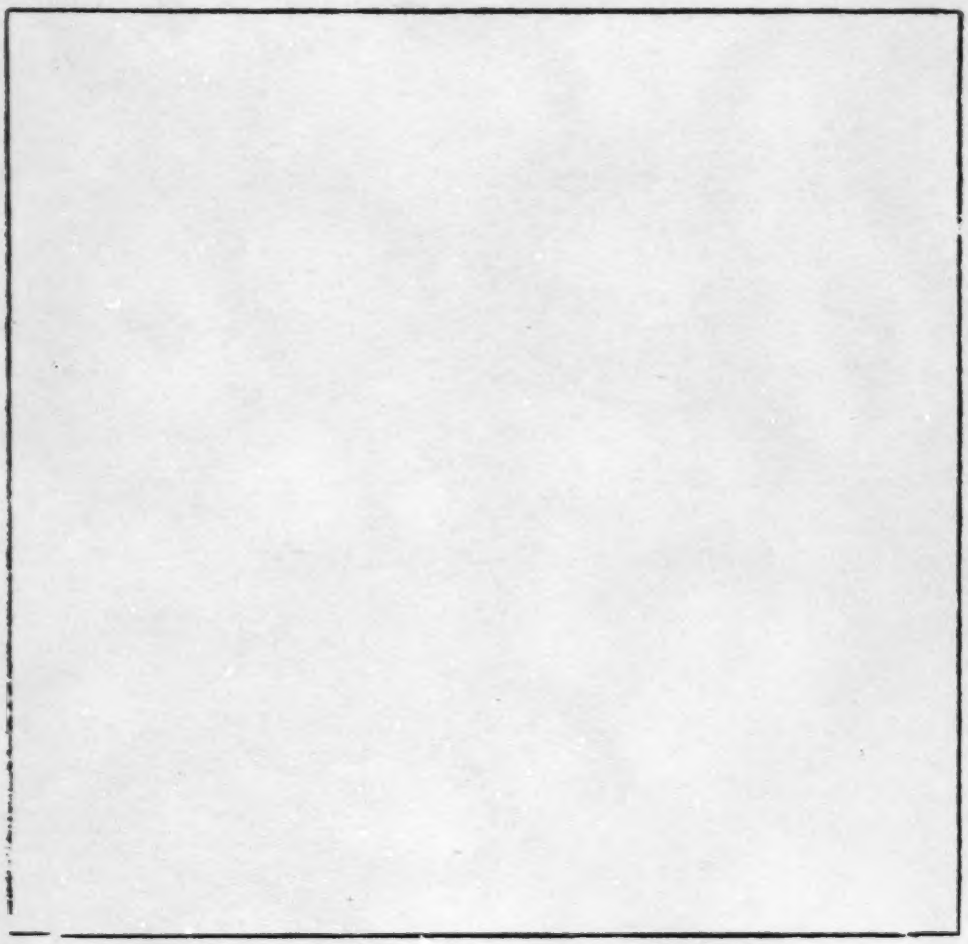
2. _____

3. _____

Name _____

Draw an editorial cartoon expressing an opinion on some news event. Use your newspaper for ideas about news happenings.

DRAW AN EDITORIAL CARTOON



CARTOONIST _____

Listen to the rest of the tape recording for a final review of the four kinds of cartoons found in a newspaper. If you feel you are ready to take the test, after listening to the review, turn to the front of the notebook and write the four kinds of newspaper cartoons and one characteristic of each.

POST TEST

Look at the four examples of Newspaper cartoons. Name the four kinds of cartoons found in a newspaper and write down one characteristic of each.

1. Kind _____

   Characteristic _____

   _____

2. Kind _____

   Characteristic _____

   _____

3. Kind _____

   Characteristic _____

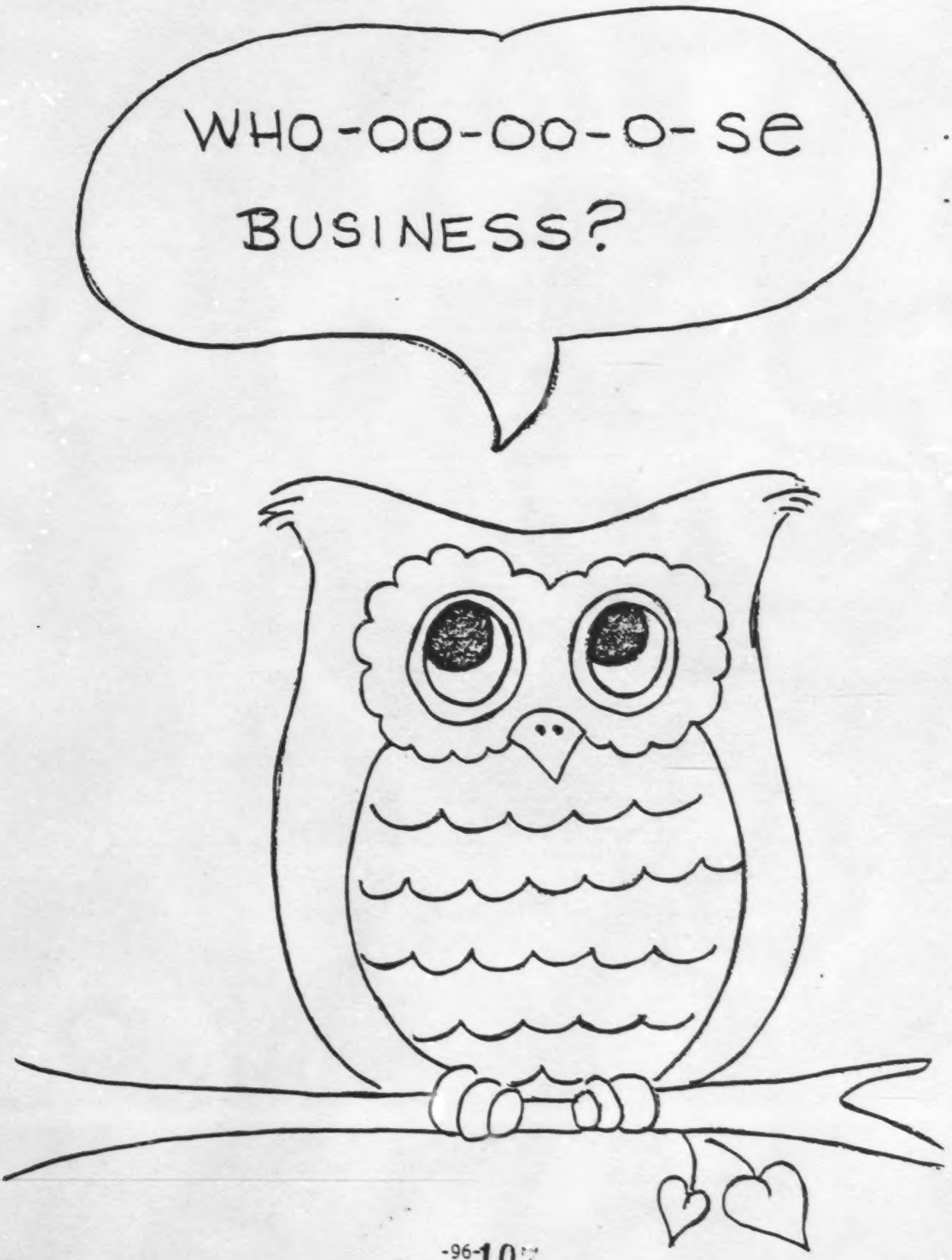
   _____

4. Kind _____

   Characteristic _____

   _____

Name _____ Date _____


WHO-OO-OO-O-SE
BUSINESS?

POCKETBOOKS June 29, 1

After completing this packet, you will be able to find one kind of information about business and one kind of information about markets on the financial page.

Securities Hit Higher Level

The Dow Jones average closed at 873.13 Friday, up 17.48 from the prior week. Brokers credited the rise to evidence that the recession has bottomed out.

Wheat Lower, Corn Up

108

PRE-TEST

You may take a PRE-TEST or go directly to the first activity.

PRE-TEST:

1. Take a newspaper page and a crayon from the box marked "FINANCIAL PAGE".

2. On the page write "MARKET" on information which you think tells about buying and selling articles.

3. On the same page, write "BUSINESS" on information which tells something about buying and selling shares of stock.

4. Look on the back of this PRE-TEST for some answers.

PRE-TEST:

1. You are correct if you wrote "MARKET" on

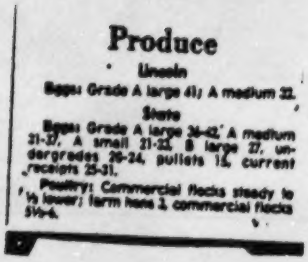
one of these"

- Livestock
- Grains
- Produce
- Metals
- Poultry

2. You are correct if you wrote "BUSINESS" on

one of these:

- Stocks or stock sales
- Bond issue
- U.S. Government



Produce

Lincoln

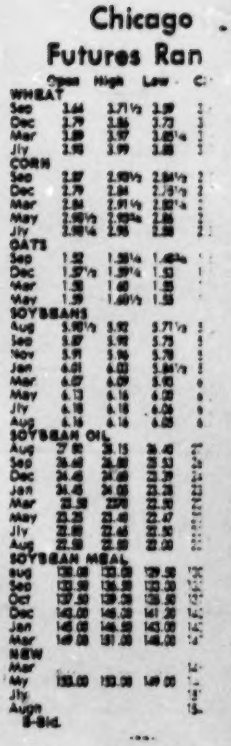
Eggs: Grade A large 41; A medium 32.

State

Eggs: Grade A large 36-42; A medium 31-37, A small 21-22, B large 27, undergrades 20-24, pullets 18, current receipts 25-31.

Poultry: Commercial flocks steady to ½ lower; farm here 1 commercial flocks 5½-6.

Commodities are articles which are bought and sold. Farmers are especially interested in prices of farm products, crop forecasts and harvests. Each day the prices paid the farmer for his products are published. We get the figures from Omaha, Chicago, St. Joseph and Sioux City. The farmer can tell whether it is a good time to sell or hold his products.



Chicago Futures Ran

	Open	High	Low	C
WHEAT				
Jly	164	171½	158	
Dec	170	176	170	
Mar	180	187	180¼	
May	186	193	186	
CORN				
Jly	187	193½	184½	
Dec	179	184	178½	
Mar	184	191½	183¼	
May	186½	193¼	186	
Jly	184¼	191	184	
OATS				
Jly	132	135¼	1.48¼	
Dec	1.37½	1.39¼	1.33	
Mar	1.38	1.40	1.35	
May	1.39	1.40½	1.35	
SOYBEANS				
Aug	1.80½	1.82	1.71½	
Jly	1.87	1.92	1.75	
Nov	1.91	1.96	1.79	
Jly	4.01	4.03	1.84½	
Mar	4.07	4.09	3.98	
May	4.13	4.15	4.03	
Jly	4.18	4.19	4.08	
Aug	4.14	4.14	4.08	
SOYBEAN OIL				
Aug	7.85	7.93	7.84	
Jly	7.86	7.93	7.84	
Dec	7.86	7.93	7.84	
Jan	7.86	7.93	7.84	
Mar	7.86	7.93	7.84	
May	7.86	7.93	7.84	
Jly	7.86	7.93	7.84	
Aug	7.86	7.93	7.84	
SOYBEAN MEAL				
Aug	188.00	189.00	187.00	
Jly	188.00	189.00	187.00	
Oct	188.00	189.00	187.00	
Dec	188.00	189.00	187.00	
Jan	188.00	189.00	187.00	
Mar	188.00	189.00	187.00	
MEAL				
Mar				
May	153.00	153.00	149.00	
Jly				
Aug				

S-Bid.

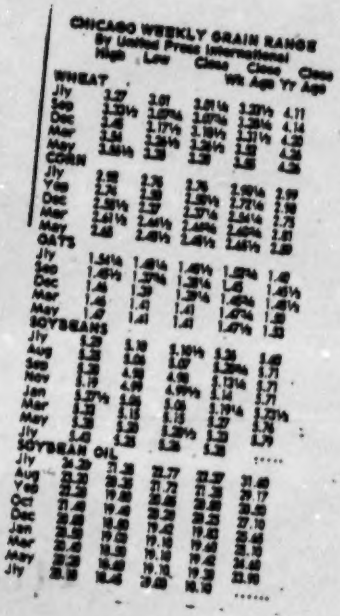
Feeder Cattle

Omaha (UPI) — The trading of feeder cattle and calves across the nation last week produced a generally lower price trend, probably prompted by a downturn on slaughter cattle prices, the National Livestock Feeders Assn. said.

It said the overall price pattern on replacement cattle was uneven but seemingly the downs outweighed the ups as cautious demand apparently was the rule.

On the eight new markets, choice and prime 700-900 lb. steer calves brought $24.00-27.50; good and choice 600-700 lb. steers 22.00-25.50; choice and prime 500-600 lb. steers 21.00-24.00; choice and prime 400-500 lb. steer calves 20.00-23.00; and good and choice 300-400 lb. steer calves 18.00-21.00. Choice and prime 700-900 lb. heifer calves 23.00-26.50; choice 600-700 lb. heifers 21.00-24.25; choice 500-600 lb. heifers 20.00-23.00; and choice 400-500 lb. heifers 18.00-21.00. Choice 700-900 lb. yearling steers 25.00-27.50; choice 600-700 lb. yearling steers 23.00-26.00; choice 500-600 lb. yearling steers 21.00-24.00; and choice 400-500 lb. yearling steers 19.00-22.00. Choice 700-900 lb. slaughter steers 25.00-27.50; choice 600-700 lb. slaughter steers 23.00-26.00; choice 500-600 lb. slaughter steers 21.00-24.00; and choice 400-500 lb. slaughter steers 19.00-22.00. Choice 700-900 lb. slaughter heifers 24.00-27.00; choice 600-700 lb. slaughter heifers 22.00-25.00; choice 500-600 lb. slaughter heifers 20.00-23.00; and choice 400-500 lb. slaughter heifers 18.00-21.00. Choice 700-900 lb. slaughter cows 18.00-20.00; choice 600-700 lb. slaughter cows 16.00-18.00; and choice 500-600 lb. slaughter cows 14.00-16.00. Choice 700-900 lb. slaughter bulls 23.00-25.50; choice 600-700 lb. slaughter bulls 21.00-23.00; and choice 500-600 lb. slaughter bulls 19.00-21.00.

South Saint Paul: Choice 600-700 lb. slaughter steers 25.00-27.50 and choice 500-600 lbs. 23.00-25.50.



CHICAGO WEEKLY GRAIN RANGE
By United Press International

	High	Low	Close	Close Wk Ago	Close Yr Ago
WHEAT					
Jly	177	161	171½	177½	
Dec	176½	159¾	170¾	176¼	4.11
Mar	176	177½	180¼	186¼	4.14
May	184¼	177½	186	192	4.16
CORN					
Jly	188	178	184½	192½	2.18
Dec	179½	173½	178½	184¼	2.19
Mar	184½	178	183¼	190¼	2.22
May	186½	179¾	186	192¾	2.24
Jly	184¼	178	184	191	2.24
OATS					
Jly	1.34½	1.28½	1.33½	1.39¼	1.18
Dec	1.37½	1.31¼	1.36¼	1.41¼	1.19
Mar	1.38	1.32	1.37	1.42	1.20
May	1.39	1.33½	1.38	1.43	1.21
SOYBEANS					
Aug	1.80½	1.71	1.77½	1.84	3.98
Jly	1.87	1.74	1.82	1.89	4.01
Nov	1.91	1.78	1.86	1.93	4.07
Jan	4.01	3.89	3.97	4.04	4.13
Mar	4.07	3.95	4.03	4.10	4.18
May	4.13	4.01	4.09	4.16	4.24
Jly	4.18	4.06	4.14	4.21	4.29
Aug	4.14	4.04	4.14	4.21	4.29
SOYBEAN OIL					
Aug	7.85	7.75	7.84	7.93	8.04
Jly	7.86	7.75	7.84	7.93	8.04
Dec	7.86	7.75	7.84	7.93	8.04
Jan	7.86	7.75	7.84	7.93	8.04
Mar	7.86	7.75	7.84	7.93	8.04
May	7.86	7.75	7.84	7.93	8.04
Jly	7.86	7.75	7.84	7.93	8.04
Aug	7.86	7.75	7.84	7.93	8.04
SOYBEAN MEAL					
Aug	188.00	187.00	188.00	189.00	187.00
Jly	188.00	187.00	188.00	189.00	187.00
Oct	188.00	187.00	188.00	189.00	187.00
Dec	188.00	187.00	188.00	189.00	187.00
Jan	188.00	187.00	188.00	189.00	187.00
Mar	188.00	187.00	188.00	189.00	187.00
MEAL					
Mar					
May	153.00	153.00	149.00	153.00	149.00
Jly					
Aug					

S-Bid.

Whea Corn Lower

Chicago (UPI) — Wheat, corn, oats and soybeans were substantially lower last week on the Chicago Board of Trade.

Wheat was off 13 to 25½¢; corn off 14¼ to 21¾; oats off 4¼ to 6¾; and soybeans off 12 to 15½.

Stocks are shares of a company. Stocks and bonds are the instruments by which governments and companies all over the world get money and they pay you a little money for each share of stock you own. This is called a "dividend." Shares of stock in a company may be bought and sold. Sometimes you can sell stock for a profit. Sometimes you sell for less than you paid.

Selling and buying has to be done through a Stock Exchange. The largest is in New York City. Prices of stocks are published each day. Newspapers publish other information such as the number of shares sold, and whether the price is going up or down. Names of companies are shortened: General Electric is written "Gn Elec."

LEARNING ACTIVITY 1

Take a page from the box marked "Financial Pages" in the center. Get a crayon too.

Circle information on the page which a farmer would read.

You should circle such words as:

Produce	Grains
Eggs	Wheat
Poultry	Corn
Livestock	Soybeans
Cattle	
Hogs	

Turn this page and you will find a section like the one you have been working on, but from a different date. Compare yours with the marked one, and circle other items of interest to the farmer if you can. Read the arrows.

You will need this paper for your next Learning Activity also. Turn the page.

Livestock Mixed

Grains Up

POCKETBOOK$

Stocks Down

FUTURES

CHICAGO (AP) — Futures trading on the Chicago Mercantile Exchange Friday:

	Open	High	Low	Close	Prev Close
LIVE BEEF CATTLE (40,000 lbs)					
Aug	44.30	45.15	44.10	44.85	44.25
Oct	39.60	40.40	39.30	40.10	39.70
Dec	39.90	40.40	39.25	40.05	40.10
Feb	40.20	40.95	39.80	40.42	40.52
Apr	40.65	41.00	39.95	40.55	40.70
Jun	41.30	41.30	40.25	41.09	41.20
Sales: Aug 4,251; Oct 4,672; Dec 1,980; Feb 968; April 111; June 68.					
Open interest: Aug 10,653; Oct 18,303; Dec 9,464; Feb 5,472; April 928; June 526.					
FEEDER CATTLE (42,000 lbs)					
Aug	32.60	32.60	31.50	31.50	31.75
Sep	31.40	31.65	31.25	31.65	31.25
Oct	31.50	31.85	31.07	31.30	31.35
Nov	31.20	31.20	31.00	31.00	31.25
Mar	32.85	32.85	32.00	32.00	33.00
Sales: Aug 36; Sep 7; Oct 52; Nov 20; March 2.					
Open interest: Aug 117; Sep 136; Oct 161; Nov 7; March 68.					
LIVE HOGS (30,000 lbs)					
Aug	48.00	50.00	47.80	49.70	54.20
Oct	48.90	49.45	47.75	48.30	48.70
Dec	48.30	49.25	47.05	48.50	48.42
Feb	47.75	48.30	46.80	48.00	47.95
Apr	45.85	46.00	44.65	45.70	45.55
Jun	44.60	44.80	43.50	45.05	44.50
Jul	44.80	44.80	43.60	44.20	44.75
Aug	45.40	45.40	44.60	44.85	45.45
Sales: Aug 2,172; Oct 2,340; Dec 2,644; Feb 1,158; April 387; June 109; July 62; Aug 6.					
Open interest: July 0; Aug 3,934; Oct 6,113; Dec 6,736; Feb 4,157; April 1,020; June 1,017; July 396; Aug 11.					
PORK BELLIES (38,000 lbs)					
Aug	92.00	92.00	92.00	92.55	93.25
Feb	81.60	82.30	80.40	80.40	81.90
May	78.75	79.00	77.35	77.35	78.85
Jul	77.25	77.60	75.72	75.92	77.42
Aug	75.30	75.50	74.00	74.00	75.50
Sales: Aug 1,480; Feb 1,375; March 296; May 141; July 62; Aug 7.					
Open interest: Aug 2,884; Feb 6,322; March 1,631; May 2,224; July 1,094; Aug 35.					

b—Bid; a—Asked; n—Nominal.

Live Receipts

CHICAGO (AP) — Livestock receipts at principal markets Monday:

	Cattle	Hogs	Sheep
Peoria	2,800	3,500	0
Kansas City	1,900	1,400	200
Omaha	7,000	4,500	500
East St. Louis	4,000	4,500	500
St. Joseph	2,200	3,000	200
Sioux City	4,000	6,000	300
South St. Paul	5,500	5,000	800
Indianapolis	1,800	2,000	200
Cincinnati	0	0	0
Fort Worth	700	600	51

OMAHA, Neb. (AP)—Despite moderate to active trade, both hog and cattle prices retreated on the Omaha livestock market Monday.

The day's hog run was estimated at about 4,500 head.

The trade on barrows and gilts was active, but the trend was 25-to-50 cents lower, with 1 to 2 graded uniform handyweights cashing from $58.50@59.00, many at the latter.

Sows turned steady to 50cents higher on tickets bulking from $51.00-$54.50.

There were about 7,000 cattle and calves in the pens, and the trade was moderately active.

Heavier-weighted choice steers, those comy 90 from 1,150-pounds, trended weak to 50 cents lower, while other steer classes were 50-cents to as much as $1.00 lower.

Heifers were largely $1.00 lower, and cows were steady, instances 25-to-50 cents higher on

FUTURES

CHICAGO (AP) — Futures trading on the Chicago Board of Trade Monday:

	Open	Prev Close	Yr ago Close
WHEAT (5,000 bu)			
Sep	3.73	3.69	4.44½
Dec	3.90	3.85	4.55
Mar	3.99	3.96	4.64½
May	4.02½	3.99	4.61
Jul	3.90	3.86	—
CORN (5,000 bu)			
Sep	2.93	.90	3.69½
Dec	.86	2.82¼	3.39
Mar	2.92	2.88¾	3.42½
May	2.97	2.93½	3.42½
Jul	2.99	2.94½	—
OATS (5,000 bu)			
Sep	1.53½	1.52¾	1.74¼
Dec	1.59	1.57½	1.78¼
Mar	1.60¼	1.5 ½	1.82¼
May	1.60½	1.59	1.84¼
SOYBEANS (5,000 bu)			
Aug	5.92	5.85	5.35
Sep	5.99	5.91	5.35
Nov	6.03	5.94	5.26½
Jan	6.05	5.99	5.22
Mar	6.21	6.08	5.21
May	6.26	6.17	5.17
Jul	—	6.20	5.16
Aug		6.20½	—
SOYBEAN OIL (60,000 lbs)			
Aug	28.20	27.75	44.27
Sep	27.15	26.65	42.00
Oct	26.15	25.70	39.60
Dec	25.00	24.50	37.17
Jan	24.50	24.10	36.20
Mar	24.20	23.70	35.30
May	24.00	23.25	34.40
Jul	23.75	23.00	33.88
Aug	23.60	22.75	—
SOYBEAN MEAL (100 tons)			
Aug	131.00	130.50	166.00
Sep	135.50	134.00	172.00
Oct	138.00	136.50	176.00
Dec	143.50	142.00	180.20
Jan	147.00	144.00	182.30
Mar	150.50	148.00	183.70
May	—	150.50	186.00
Jul	—	152.50	188.50
Aug	—	155.00	—

Volume

CHICAGO (AP) — Grain futures purchases, Friday August 1, 1975:

	Prev session	Week ago	Year ago
Wheat	42,320,000	68,425,000	53,240,000
Corn	105,715,000	126,970,000	104,330,000
Oats	1,700,000	1,180,000	1,460,000
Soybns	109,380,000	93,890,000	74,280,000
Sbn oil	8,244	5,425	7,569
Sbn meal	3,581	4,854	3,722
Iced brs	879	1,305	1,159
Total	272,988,000	301,041,000	248,940,000

Open interest in wheat futures the previous session totaled 188,620,000 bushels; corn 382,725,000; oats 13,080,000; soybeans 315,340,000; soybean oil 29,607; soybean meal 17,094; iced broilers 4,432; total 903,576,000.

CHICAGO (AP) — Limit advances were posted in several farm commodity futures pits on the Chicago Board of Trade today as concern began to develop anw over the need for moisture in some sections of the Middle West.

The limit advances included 20 cents a bushel in soybeans; 100 points, or 1 cent a pound, in soybean oil; 10 cents in corn and 6 cents in oats. Wheat futures rose 12 cents a bushel and soybean meal $7 a ton, largely on demand set off by buying in nearby pits. Iced broilers were up ½ cent a pound in fairly active trade.

After the midway point, soybeans were locked at 20 cents a bushel higher, August $6.06¼; corn was 8 to 9 higher, September 2.99; wheat was 4½ to 8 higher, September 3.77 and oats were 4 to 4¾ higher, September 1.57½.

AP COMMODITY INDEX

New York (AP) — AP weighted wholesale price index of 35 commodities declined to 347.98.

Previous Day 348.99, Week ago 349.54, Month ago 339.05, Year ago 384.21.

	1975	1974	1973	1972
High	353.42	388.28	351.71	222.28
Low	335.64	331.97	231.53	194.22

1926 average equals 100

National Steel Earnings Off

Pittsburgh (AP) — National Steel Corp. has reported a substantial drop in earnings and production in the second quarter and first six months of 1975 and says higher prices might soon follow.

The nation's third largest steel producer reported second quarter income of $12.1 million, or 65¢ a share, compared to $44.1 million, or $2.37 a share, during the second quarter of 1974.

For the year to date, National reported net income of $38 million, or $1.93 a share, compared to $67.1 million, or $3.61 a share, for the first half of 1974.

First half sales were $1.1 billion compared to $1.2 billion in the same period of 1974. Second quarter sales were $511.2 million, compared to $661 million in the same period of 1974.

Fleming Net Rises to 41¢

Fleming Cos. reports net earnings of $2,519,595, or 41¢ a share, for the 12 weeks ended July 12, 1975, compared to $2,266,439, or 37¢ a share, for the corresponding period a year earlier

Net sales rose from $290,488,771 to $331,416,597.

Brandeis Opens In Des Moines

Des Moines, Iowa (AP) — J. L. Brandeis & Sons officially opened its new Des Moines store Monday in the Valley West Mall.

The store has two levels and 163,455 square feet of retail space.

It is the 12th outlet in the Brandeis chain, and the fourth largest Brandeis store.

The store employs about 240 workers.

DOW STOCK AVERAGES

	3 p.m. EDT	Chg.
30 Inds.	826.71	−1.79
20 Trans.	158.14	−3.26
15 Utils.	79.37	−.29
65 Stocks	248.55	−2.01

Monday Sales 9,290,000

Friday Sales 7,840,000

NEW YORK (UPI) — Prices moved broadly and sharply lower Monday in slow trading on the New York Stock Exchange as investors showed concern over rising interest rates and inflation.

The Dow Jones industrial average was off 7.74 points to 818.76 shortly before 1:15 p.m. EDT. Standard & Poor's 500-stock index was down 0.76 to 87.23. Declines led advances, 929 to 294, among the 1,804 issues crossing the tape.

The three-hour turnover totaled 7,560,000 shares, compared with 7,150,000 traded during the same period Friday.

The slow trading indicated many investors had fled the stock market for short-term money instruments, which are yielding more than securities because of a recent surge in interest rates.

Most analysts said investors are concerned inflation will revive strongly and cripple the economic recovery under way. Leading purchasing agents reported production material costs rose in July for the first time in nine months, increasing the inflation concerns.

One broker said a Wall Street Journal report that a growing number of economists are worried about sharply rising food prices also dampened investor enthusiasm. There is growing concern the recent Russian grain deal will force food prices higher.

Jewel Cos. led the Big Board actives, off ⅛ to 22 on 102,600 shares. Heubelin followed, off 2 to 38¾ on 86,500 shares. Southern Co. was third, off ¼ to 12⅛ on 84,800 shares.

Oil service issues were hard hit. Halliburton lost 4, Hughes Tool 3¼, Joy Manufacturing 3 and Vetco Offshore, Baker Oil Tools and Fluor Corp. a point or more each.

BONDS		
40 Bonds	68.64	+0.03
10 Higher grade rails	68.76	+0.04
10 Second grade rails	62.06	unch
10 Public Utilities	85.63	+0.07
10 Industrials	77.92	unch
Income rails	63.91	unch
Commodity futures index	286.69	−0.58

Tractor Pull

-103-

Find the price a farmer would get for his cattle at Omaha. Use your page and circle the article which tells the price.

Also, circle the article which tells the price of wheat, corn and soybeans in Kansas.

If you think your paper is marked correctly put it in your envelope, and go on to the next Activity.

CHICAGO (AP) — Most farm futures prices edged slightly higher on the Chicago Board of Trade Friday.

Prices opened substancially higher but slipped back to more modest gains as trading progressed.

There appeared to be a great deal of uncertainty amoung traders as they awaited word of how much relief promised rain would bring to parched sections of the western corn and soybean belt.

Some showers were reported in the area, but it was not known how much or how widespread the moisture would be or how much damage to the corn crop may already have been done.

Traders also were alert to any possible signs of what the ultimate grain shipments from this country to the Soviet Union might be.

At about the mid session, wheat was ½ to 2 cents a bushel higher, September 3.87⅛; Corn was ¾ to 1 cent a bushel higher, September 2.87¾; Oats were unchanged to 1¾ cents higher, September 1.52¾; and soybeans were 1 to 2 cents a bshl lyr , August 5.79½.

Lincoln Area Grain

Range of cash grain prices paid to farmers by country elevators in the Lincoln area as of 10 a.m.:

	Low	High
Wheat No. 2	$3.44	$3.50
Corn No. 3 yellow	2.70	2.80
Milo No. 2 Cwt	4.25	4.40
Soybeans No. 2	5.15	5.30

Omaha

OMAHA, Neb. (AP)—Wheat, No. 1 dark hard $3.97; No. 1 heavy dark hard $4.02.

Wheat 2 up to 2¢ off, 3.743.77; corn nominally 2 off, 2.953.04; oats nominally unchanged, 1.35-1.65; soybeans nominally 16 off, 5.30½-5.46½; sorghum nominally unchanged, 4.68-4.85.

Chicago

CHICAGO-(AP)-Wheat no. 2 soft red 3.49¾n; no. 2 hard 3.49¾n. Corn no. 2 yellow 2.98n. Oats no. 2 extra heavy white 1.67n. Soybeans no. 1 yellow 5.85¼n. No. 2 yellow corn Wednesday was quoted at 2.98¼ (box), 2.97½ (hopper).

Kansas City

CHICAGO-(AP)-Wheat no. 2 soft red 3.56¼n; no. 2 hard 3.56¼n. Corn no. 2 yellow 2.99¼n. Oats no. 2 extra heavy white 1.68¼n. Soybeans no. 1 yellow 5.81¼n. No. 2 yellow corn Thursday was traded at 2.97½ (box), 2.97½ (hopper).

Denver

DENVER (AP) — Wheat No 1 hard winter ordinary 3.38; yellow corn 3.70-3.75, No 2 cwt sorghum no quote.

Barrows, Gilts Tended Lower

OMAHA, Neb. (AP)—Barrows and gilts tended lower on the Omaha market Thursday, with some butchers selling for as much as 50 cents down.

There were not enough fed steers and heifers for a market test, but cows ranged steady. Slaughter lambs also were in such short supply that the market could not be tested.

The hog run totaled about 3,500. Weights over 260 pounds remained in short supply, with toppy 1-3 grades, 200-250 pounds, selling for $58.75-$59.25.

Sows weighing 300 to 400 pounds sold 75 cents to $1.50 lower. Weights of 400-600 pounds were mostly steady to 25 lower, instances 50 lower. The bulk 300-600 pounds brought $51.00-$53.50.

Cattle and calves were the usual Thursday short supply of 500 offerings. Good steers, some lots with end of low choice 900 to 1,000 pounds, sold for $40.00-$45.00. A few lots of good and low choice heifers 900-950 pounds brought $40.00$45.00.

Omaha

OMAHA, Neb. (AP) (USDA)—Livestock quotations Thursday:

Hogs: 3,500; barrows and gilts fully 25 lower, instances 50 cents down; weights over 260 lbs remain in short supply; 1-3 200-250 lbs $58.75-59.25; sows 300-400 lbs 1.50 lower; 400-600 lbs mostly steady to 25 lower, instances 50 lower; 300-600 lbs $51.00-53.50.

Cattle and calves: 500; not enough steers and heifers for a price trend; cows steady; good steers, some lots with end of low choice and [illegible] 1,000 lbs [illegible] good [illegible] 40.00-45.00; [illegible] and commercial cows [illegible] 25.00-27.50; utility and commercial [illegible] 22.00-25.00; [illegible] 27.50; [illegible] 20.00; [illegible] 27.50; [illegible] 20.00; [illegible] 27.50; [illegible] 20

Get a worksheet from the newspaper box, Owl section. Beside this page are two stock listing sheets from July 1 and July 6. Find two stocks marked in red for both dates.

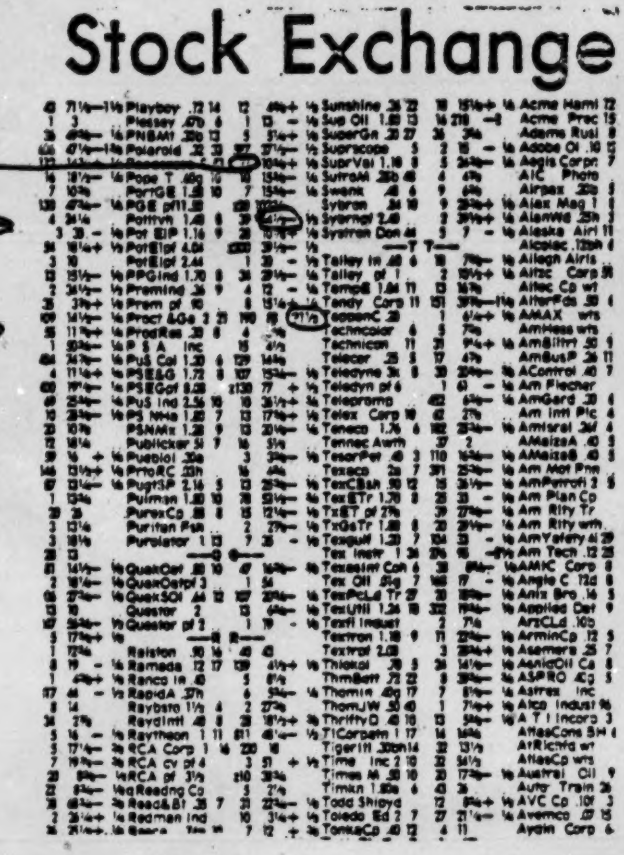
(Or pick out two for yourself)

Write the names of the stocks you have chosen. Use the short name from the paper. Write down the price paid for the stocks on both dates. Did each one go up or down on July 6? Put your worksheet in your envelope.

This is the number of shares sold (in hundreds).

This is the last price.

This is the change in price from yesterday.



FUTURES

CHICAGO (AP) — Futures trading on the Chicago Board of Trade Friday:

	Open	Prev Close	Yr ago Close
WHEAT (5,000 bu)			
Sep	3.71	3.67	4.44½
Dec	3.84	3.81	4.45
Mar	3.95	3.91½	4.44½
May	3.98	3.96	4.41
CORN (5,000 bu)			
Sep	2.92	2.86¾	3.49½
Dec	2.93	2.77¾	3.39
Mar	2.85½	2.84½	3.42½
May	2.93	2.88	3.42½
Jul	2.95	2.89	3.41½
OATS (5,000 bu)			
Sep	1.51½	1.51	1.74¼
Dec	1.57½	1.53¼	1.78¼
Mar	1.58	1.57	1.82¼
May	1.59	1.57½	1.84¼
SOYBEANS (5,000 bu)			
Aug	5.84	5.89	8.35
Sep	5.77	5.82	8.35
Nov	5.95	5.85½	8.36½
Jan	5.97	5.94	8.22
Mar	6.06	6.01	8.21
May	6.16	6.07	8.17
Jul	6.18	6.09	8.16
Aug	—	6.09½	—
SOYBEAN OIL (60,000 lbs)			
Aug	27.48	27.48	44.27
Sep	28.48	28.28	42.58
Oct	28.48	28.15	39.60
Dec	28.28	28.08	37.17
Jan	28.18	28.08	36.39
Mar	28.78	28.38	35.38
May	28.88	28.88	34.68
Jul	28.48	28.78	33.88
Aug	—	22.48	—
SOYBEAN MEAL (100 tons)			
Aug	130.58	135.88	166.88
Sep	135.88	134.88	172.88
Oct	138.88	137.58	174.88
Dec	143.88	142.88	169.38
Jan	146.58	145.38	162.38
Mar	150.88	148.88	163.78
May	—	149.88	156.88
Jul	—	152.58	148.88
Aug	—	152.88	—

Volume

CHICAGO (AP) — Grain futures purchases: Thursday July 31, 1975

	Prev session	Week ago	Year ago
Wheat	42,510,000	69,168,000	52,026,000
Corn	114,385,000	118,715,000	98,995,000
Oats	2,790,000	3,088,000	4,080,000
Sybns	94,415,000	98,748,000	52,488,000
Sbn oil	5,988	6,978	6,148
Sbn meal	3,528	3,488	3,898
Iced brlrs	1,110	1,140	1,140
Total	284,986,000	298,496,000	214,872,000

Open interest in wheat futures the previous session totaled 155,948,000 bushels; corn 388,010,000; oats 13,428,000; soybeans 218,388,000; soybean oil 38,428; soybean meal 17,388; iced broilers 4,620; total 988,138,000.

Livestock Futures

CHICAGO (UPI) — Chicago Mercantile Exchange closing price range:

	Open	High	Low	Close	Prev.
Aug	45.60	46.10	45.20	45.20	46.05
Sep	41.10	41.50	40.60	40.80	41.50
Nov	37.45	37.85	37.10	37.25	37.55
Jan	38.30	38.75	38.10	38.15	38.50
Mar	38.75	38.80	38.30	38.30	38.60
May				38.90N	39.00

	High	Low	Close	Prev.	Units
Aug	45.35	44.05	44.05	45.47	4,680
Oct	41.25	39.70	39.70	41.20	1,888
Dec	41.35	40.10	40.10A	41.60	1,722
Feb	41.75	40.52	40.52A	42.02	713
Apr	42.00	40.70	40.70	42.20	84
Jun	42.70	41.38	41.38	42.80	42
FEEDER CATTLE:					
Aug	32.20	31.75	31.75	32.28	21
Sep	31.88	31.35	31.35A	31.75	15
Oct	31.87	31.25	31.38	31.75	87
Nov	31.50	31.25	31.25	31.38	33
LIVE HOGS:					
Aug	56.08	54.20	54.20	55.70	1,729
Oct	52.45	49.70	49.70	50.20	2,033
Dec	50.20	48.42	48.42A	49.92	1,872
Feb	49.75	47.95	47.95	49.45	685
Apr	48.88	46.85	46.85	47.85	243
Jun	47.38	46.58	46.58	46.35	87
Jly	47.68	46.75	46.75	47.80	53
FROZEN PORK BELLIES:					
Aug	94.00	92.50	92.75	92.50	650
Feb	83.75	81.90	81.90A	83.40	2,484
Mar	82.10	80.10	80.10A	81.60	980
May	80.50	78.80	78.80	80.20	326
Jly	79.00	77.40	77.40A	78.80	119
Aug	76.50	75.00	75.00	77.20	11
MILO:					
Sep	44.00	44.00	44.00	44.00	1

A-Asked; B-Bid; N-Nominal.

Direct Cattle Sales

OMAHA, Neb. (AP)(USDA)— Direct cattle trade Thursday:

Volume: 2,300; nearly all sold delivered live to packing plants with weighing conditions equal to 1 per cent shrink at feedlots.

Live: prices 1.00-1.50 lower on steers, not enough heifers to test prices, steers, good to mostly choice, 975-1,100 lb 45.50-47.25; mostly choice, 1,100-1,150 lb 47.50-48.50.

Dressed: not enough sales dressed hot weight basis to report prices or trend.

Markets At A Glanc

New York (AP) —

New York Stock Exchange 787 advances, 553 declines.

Most active Southern Co., 12' —¼.

Index: 47.52 —0.01

Bonds: $15,940,000

Sales: 14,540,000

American Stock Exchange 274 advances, 272 declines.

Most active Westate Petroleum, 9¾ —⅛

Sales: 1,750,000

Index: 80.96 un

Bonds 2000,000

Chicago:

Wheat-higher; late rally.

Corn-lower; commercial hedge selling.

Oats-lower; with corn.

Soybeans-lower; commercial hedge selling.

POST-TEST:

Follow the directions for the PRE-TEST.

If you answer correctly take your card to the teacher, have it punched and go on to the next packet.

If you cannot answer correctly go over the learning activities again.

I'M NOT "LION"
ABOUT THE
WEATHER!

OBJECTIVE

When you complete this packet, you will be able to tell what eight weather symbols represent and how to place them on a map. You will also know how to find the temperatures in different cities in the United States.

PRE-TEST PRE-TEST PRE-TEST PRE-TEST PRE-TEST PRE-TEST PRE-TEST

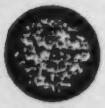
Tell what each of the following weather symbols represent.

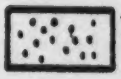
1. _____

5. _____

2. _____

6. _____


3. _____


7. _____

4. _____

8. _____

National Forecasts Saturday

Iowa: Cloudy, cooler
Missouri: Cloudy, warm
Kansas: Cloudy, cooler
Colorado: Cloudy, cooler
Wyoming: Sunny, hot
South Dakota: Sunny, warm

	H	L		H	L
Albuquerque, Cloudy	88	60	Las Vegas, Sunny	104	72
Amarillo, Cloudy	86	63	Little Rock, Cloudy	83	72
Asheville, Showers	82	65	Los Angeles, Sunny	85	63
Atlanta, Cloudy	87	71	Miami Beach, Cloudy	87	77
Billings, Cloudy	80	55	Mpls. St. Paul, Cloudy	82	64
Bismarck, Sunny	79	52	New Orleans, Showers	85	74
Boston, Sunny	91	71	New York, Sunny	93	75
Brownsville, Cloudy	93	76	Oklahoma City, Cloudy	88	71
Buffalo, Sunny	90	72	Phoenix, Sunny	108	72
Casper, Sunny	83	69	Portland Ore., Cloudy	88	58
Cheyenne, Sunny	78	52	Rapid City, Sunny	83	58
Chicago, Showers	83	69	St. Louis, Showers	90	70
Cleveland, Cloudy	86	68	Salt Lake City, Sunny	88	56
Del Pt. Worth, Cloudy	93	74	San Antonio, Cloudy	93	74
Denver, Sunny	84	55	San Diego, Sunny	79	66
Des Moines, Cloudy	84	64	San Francisco, Fair	72	54
Detroit, Cloudy	91	70	Seattle, Cloudy	72	54
Fargo, Sunny	77	53	Sioux Falls, Cloudy	82	56
Honolulu, Sunny	87	66	Tucson, Sunny	100	72
Kansas City, Showers	91	70	Washington, Sunny	93	73
			Wichita, Cloudy	88	67

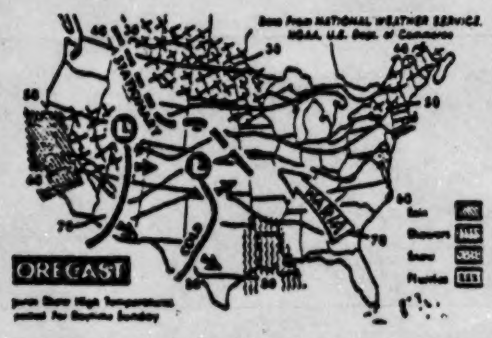
Study the National Forecasts for Saturday.

1. The high temperature in Las Vegas is _____
2. Is it raining in Chicago? _____
3. What is the low temperature in Honolulu? _____
4. Is the sun shining in Salt Lake City? _____
5. The low temperature in Miami Beach is _____
6. The highest temperature is in what city? _____
7. The lowest temperature is in what city? _____
8. Is it warm in Little Rock? _____
9. Are there clouds in Boston? _____

ACTIVITY 1

Read and study the following two pages.

WEATHER VANE



Nebraska forecast: Variable cloudiness northwest, partly cloudy elsewhere Sunday. Partly cloudy Sunday night. Increasing cloudiness Monday. Lows upper 20s northwest to around 40 southeast. Highs Sunday near 80 northwest to upper 60s southeast, Monday upper 40s northwest to middle 60s southeast.

Extended forecast: Tuesday through Thursday: Chance of rain Tuesday and Wednesday with considerable cloudiness Thursday. Highs Tuesday 40s northwest to mid 50s southeast, warming to mostly 50s Wednesday and Thursday, locally in 60s southeast portion.

Lincoln

Lincoln-Eastern Nebraska: Partly cloudy and warm Sunday, winds southerly 10-20 mph. Partly cloudy to cloudy Sunday night with a 20% chance of showers. Increasing cloudiness Monday. Lows 35-40. Highs Sunday upper 60s, Monday low to mid 60s.

Barometer Reading: 30.04, 6 p.m. Saturday
Wind Velocity: 18 mph from southeast 6 p.m. Saturday.
Relative Humidity: 60%, 6 p.m. Saturday.
Sunset Sunday: 7:57 p.m.; **Sunrise Monday:** 7:01 a.m.
Precipitation: month todate .15 inches, normal todate .27 inches. Year todate 4.35 inches, normal todate 3.30 inches.
Growing Season: (Apr 1 to Oct. 30) todate .15 of an inch, normal todate .27 of an inch.
Temperature Year Ago: High 70°, Low 28°
Record High: 91°, 1972. **Low:** 16°, 1936

Temperatures

Saturday						Sunday	
1 a.m.	41	7 a.m.	41	2 p.m.	64	9 p.m.	50
2 a.m.	41	8 a.m.	38	3 p.m.	64	10 p.m.	45
3 a.m.	40	9 a.m.	44	4 p.m.	66	11 p.m.	43
4 a.m.	40	10 a.m.	48	5 p.m.	63		
5 a.m.	40	11 a.m.	54	6 p.m.	62	12 a.m.	41
6 a.m.	38	noon	57	7 p.m.	60	1 a.m.	40
		1 p.m.	62	8 p.m.	55	2 a.m.	39

Outstate

Western Nebraska: Partly cloudy and mild Sunday, partly cloudy and cooler Sunday night. Increasing cloudiness and a little cooler Monday. Lows upper 20s to lower 30s. Highs Sunday upper 40s to middle 50s. Monday upper 40s.

Sunday Forecasts High, Low

	H	L		H	L		H	L
Grand Island	65	33	North Platte	66	32	Scottsbluff	56	32
McCook	67	34	Omaha	67	39	Sidney	60	32

Temperatures: Saturday High, Saturday Morning Low

	H	L		H	L		H	L
Beatrice	67	39	McCook	74	41	Omaha	64	39
Chadron	65	30	Mullen	51	28	Scottsbluff	55	30
Grand Island	66	41	Norfolk	69	34	Sidney	61	30
Imperial	69	32	North Platte	70	30	Valentine	55	30

National Forecasts Sunday

Iowa: Cloudy, warm
Missouri: Cloudy, warmer
Kansas: Cloudy, cooler
Colorado: Cloudy, snow
Wyoming: cloudy, snow
South Dakota: Cloudy, rain

	H	L		H	L
Albuquerque, Windy	72	34	Little Rock, Rain	70	51
Amarillo, Cloudy	81	35	Los Angeles, Rain	56	45
Anchorage, Warmer	34	27	Miami Beach, Pc	81	69
Asheville, Sunny	56	32	Mpls. St. Paul, Cloudy	39	28
Atlanta, Clear	63	35	New Orleans, Cloudy	71	54
Billings, Snow	34	17	New York, Cloudy	52	32
Boston, Cloudy	48	28	Oklahoma City, Rain	66	50
Brownsville, Cloudy	84	70	Phoenix, Sunny	85	59
Cheyenne, Fair	43	26	Portland, Me., Cloudy	45	29
Chicago, Cloudy	42	27	Portland, Ore., Cloudy	56	39
Cleveland, Cloudy	46	28	Rapid City, Cloudy	45	29
Corpus Christi, Cloudy	83	70	St. Louis, Rain	65	40
Cleveland, Clear	45	25	S.L.P. Lake City, Rain	48	30
Dallas Ft. Worth, Cloudy	72	36	San Antonio, Cloudy	79	61
Denver, Cloudy	36	23	San Diego, Rain	59	52
Des Moines, Cloudy	50	36	San Francisco, Fair	56	46
Detroit, Sunny	45	23	Seattle, Fair	55	36
Fargo, Cloudy	38	29	Sioux Falls, Cloudy	46	29
Honolulu, Cloudy	79	67	Tucson, Rain	82	52
Kansas City, Rain	67	45	Washington, Sunny	58	35
Las Vegas, Rain	62	43	Wichita, Cloudy	64	35

THE WEATHER

Lincoln Temperatures

Thursday				Friday	
1 a.m.	80	2 p.m.	93		
2 a.m.	80	3 p.m.	94		
3 a.m.	78	4 p.m.	91		
4 a.m.	78	5 p.m.	91		
5 a.m.	75	6 p.m.	90		
6 a.m.	74	7 p.m.	90		
7 a.m.	74	8 a.m.	80		
8 a.m.	77	9 p.m.	85		
9 a.m.	79	10 p.m.	84		
10 a.m.	86	11 p.m.	83		
11 a.m.	88	12 midnight	80		
12 noon	87	1 a.m.	79		
1 p.m.	90	2 a.m.	77		

Record high this date 106; record low 48.
Sun rises 6:23 a.m.; sets 8:43 p.m.
Total Aug. precipitation to date: .0 in.
Total 1975 precipitation to date: 14.34 in.

Extended Forecasts

NEBRASKA: Chance of scattered thundershowers east Sunday. Fair Monday and Tuesday. Highs Sunday in the 80s. Highs in lower 90s Monday and Tuesday. Lows in the upper 50s to mid 60s through the period.

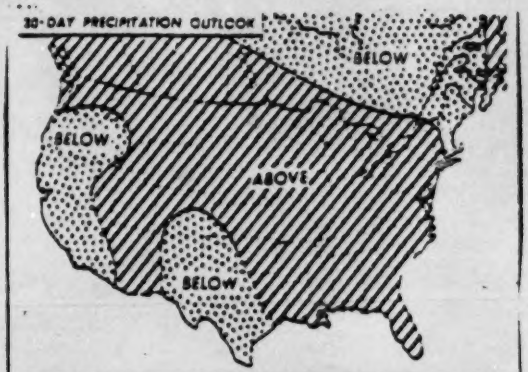
KANSAS: Chance of thundershowers central and east Sunday and southeast Monday. Highs Sunday mid 80s to near 90, lower 90s by Tuesday. Lows Sunday and Monday upper 50s to mid 60s, 60s Tuesday.

Nebraska Temperatures

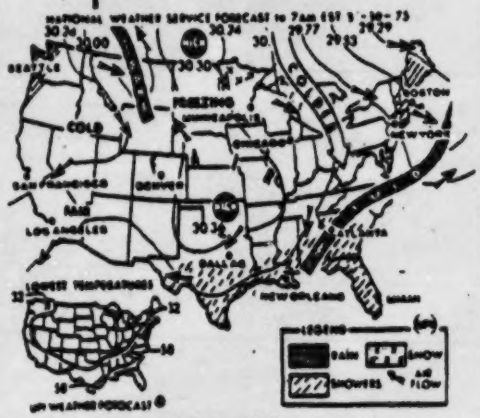
	H	L		H	L
Chadron	95	66	Imperial	77	64
Scottsbluff	93	62	Lincoln	94	73
Sidney	87	58	Omaha	96	74
Valentine	85	68	North Platte	79	63
McCook	77	66	Grand Island	85	70
Mullen	84	61	Norfolk	91	72

Temperatures Elsewhere

	H	L		H	L
Albuquerque	93	68	Miami Beach	88	78
Amarillo	91	69	Mpls-St. Paul	95	76
Birmingham	72	70	New Orleans	79	74
Bismarck	85	66	New York	93	70
Boston	95	71	Phoenix	108	81
Chicago	84	74	Reno	82	38
Cleveland	89	63	Salt Lake City	78	53
Denver	88	58	San Francisco	77	55
El Paso	100	69	Seattle	74	53
Jacksonville	82	73	Tampa	90	72
Juneau	51	49	Washington	91	72
Las Vegas	98	71	Wichita	93	70
Los Angeles	71	62			



WEATHER VANE



Nebraska Forecast: Fair, cold Saturday night; sunny, warmer Sunday. Lows 5-10 northwest to 20s southeast. Highs near 40 northwest to 50s southeast.
Extended Forecast: Monday through Wednesday, considerable cloudiness, cold, chance of rain or snow Tuesday. Lows mid teens to mid 20s. Highs upper 30s, 40s.

Lincoln

Lincoln-Eastern Nebraska: Fair, cold Saturday night; sunny, warmer Sunday. Lows near 20. Highs near 50.
Wind Chill Index: -16 (Equivalent temperature in cooling power on exposed flesh based on temperature plus wind factor, noon Saturday)
Barometer Reading: 30.12, noon Saturday
Wind Velocity: 21 mph from northwest, noon Saturday
Relative Humidity: 53% noon Saturday
Sunset Saturday: 7:48 p.m.; **Sunrise Sunday:** 7:14 a.m.
Precipitation: month to date 1.35 inches, normal to date 1.33 inches. Year to date 4.20 inches, normal to date 2.85 inches.
Snowfall: month to date 4 inches, winter season to date 38.9 inches.
Temperature Year Ago: High 66, Low 42
Record High: 88, 1968; Low 16, 1972
Degree Days: 35 (Average temperature below 65 accumulated 24 hours to midnight)

Temperatures

Friday		Saturday				noon	
6 p.m.	33	12 a.m.	24	6 a.m.	19	1 p.m.	29
7 p.m.	30	1 a.m.	23	7 a.m.	19	2 p.m.	31
8 p.m.	29	2 a.m.	22	8 a.m.	19	3 p.m.	32
9 p.m.	28	3 a.m.	22	9 a.m.	21	4 p.m.	33
10 p.m.	26	4 a.m.	21	10 a.m.	23	5 p.m.	33
11 p.m.	25	5 a.m.	20	11 a.m.	34		

Outstate Nebraska

Western Nebraska: Fair, cold Saturday night; sunny, warmer Sunday. Lows 5-10. Highs 30s.

Sunday Forecasts High, Low

	H	L		H	L		H	L
Grand Island	50	27	North Platte	36	11	Scottsbluff	35	10
McCook	34	9	Omaha	49	20	Sidney	36	12

Temperatures: Friday High, Saturday Morning Low

	H	L		H	L		H	L
Alliance	19	-5	McCook	30	15	Omaha	40	21
Beatrice	38	21	Mullen	19	1	Scottsbluff	18	-3
Chadron	23	0	Norfolk	29	16	Sidney	17	-6
Grand Island	33	17	North Platte	28	9	Valentine	28	9
Imperial	21	2						

National Forecasts Sunday

Iowa: Sunny, warmer
Missouri: Sunny, cool
Kansas: Cloudy, warmer
Colorado: Cloudy, warmer
Wyoming: Cloudy, warmer
South Dakota: Cloudy, warmer

	H	L		H	L
Albuquerque, Cloudy	52	30	Little Rock, Cloudy	59	46
Amarillo, Cloudy	50	29	Los Angeles, Sunny	70	47
Anchorage, Cloudy	37	28	Miami Beach, Cloudy	83	75
Asheville, Cloudy	57	30	Mpls. St. Paul, Cloudy	29	12
Atlanta, Cloudy	60	48	New Orleans, Cloudy	63	50
Billings, Cloudy	48	30	New York, Cloudy	53	32
Bismarck, Cloudy	36	9	Oklahoma City, Fair	58	32
Boston, Cloudy	53	32	Phoenix, Sunny	71	48
Brownsville, Cloudy	67	52	Portland Me., Sunny	53	27
Buffalo, Cloudy	39	28	Portland Ore., Cloudy	56	38
Casper, Cloudy	42	21	Rapid City, Cloudy	52	22
Cheyenne, Cloudy	43	25	St. Louis, Cloudy	42	25
Chicago, Fair	34	16	Salt Lake City, Cloudy	46	30
Cleveland, Cloudy	35	23	San Antonio, Cloudy	58	46
Del Rt. Worm, Cloudy	54	40	San Diego, Sunny	68	49
Denver, Cloudy	47	25	San Francisco, Fair	57	46
Des Moines, Sunny	41	25	Seattle, Showers	52	44
Detroit, Cloudy	32	18	Sioux Falls, Cloudy	34	18
Fargo, Cloudy	26	7	Tucson, Sunny	65	34
Honolulu, Sunny	79	67	Washington, Cloudy	58	35
Kansas City, Sunny	50	32	Wichita, Cloudy	47	25
Las Vegas, Fair	56	42			

WEATHER VANE

Nebraska Forecast: Clear west, mostly cloudy with chance of showers east Friday night; slight chance of morning showers east otherwise sunny, warm Saturday. Lows 50s west, 60s east. Highs 80s.
Extended Forecast: Sunday through Tuesday, chance of scattered thundershowers east Sunday, fair Monday, Tuesday. Lows 50s-60s. Highs 80s Sunday, 90s Monday, Tuesday.

Lincoln

Lincoln-Eastern Nebraska: Cloudy, cooler, 60% chance of thundershowers Friday night; sunny, cooler Saturday. Lows 60-65. Highs 80s.
Discomfort Index: 71 (Temperature-Humidity Index expressed in relationship to norm of 75, noon Friday)
Barometer Reading: 30.07, 10 a.r Friday
Wind Velocity: 8 m.p.h. from south, noon Friday
Relative Humity: 61% noon Friday
Sunset Friday: 8:43 p.m.; **Sunrise Saturday:** 6:24 a.m.
Precipitation: month to date 0 inch, normal to date 3.32 inches. Year to date 14.24 inches, normal to date 17.34 inches.
Growing Season: (Apr. 1 to Oct. 30) to date 10.04 inches, normal to date 14.09 inches.
Temperature Year Ago: High 76, Low 60
Record High: 104, 1964; **Low** 48, 1898
Degree Days: 19 (Average temperature below 65 accumulated 24 hours to midnight)
Water Gallonage: July 31, 1975, 57,713,250; July 30, 1974, 65,412,500

Temperatures

Thursday		Friday				noon	
6 p.m.	90	12 a.m.	81	6 a.m.	74	1 p.m.	83
7 p.m.	90	1 a.m.	81	7 a.m.	72	2 p.m.	85
8 p.m.	88	2 a.m.	80	8 a.m.	73	3 p.m.	87
9 p.m.	85	3 a.m.	78	9 a.m.	78	4 p.m.	89
10 p.m.	84	4 a.m.	76	10 a.m.	79	5 p.m.	89
11 p.m.	83	5 a.m.	75	11 a.m.	80		

Outstate Nebraska

Western Nebraska: Clear, cooler Friday night; sunny, warm Saturday. Lows 50s. Highs 80s

Saturday Forecasts High, Low

	H	L		H	L		H	L
Grand Island	93	71	North Platte	86	58	Scottsbluff	86	57
McCook	88	58	Omaha	92	70	Sidney	84	56

Temperatures: Thursday High, Friday Morning Low

	H	L		H	L		H	L
Alliance	85	59	Imperial	77	48	North Platte	79	65
Beatrice	93	72	McCook	77	56	Omaha	96	74
Chadron	95	59	Mullen	84	53	Scottsbluff	93	63
Grand Island	82	--	Norfolk	91	71	Sidney	87	66
						Valentine	85	70

What are these articles? What do these symbols mean?

TURN THE PAGES TO FIND OUT

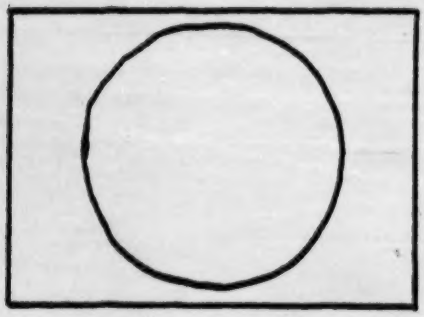
On a separate piece of paper, number from 1 to 8.

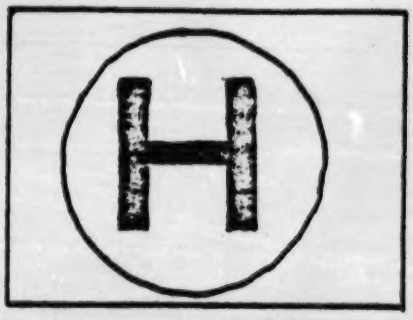
Write what you think the weather symbols on the next page mean by looking at the list below.

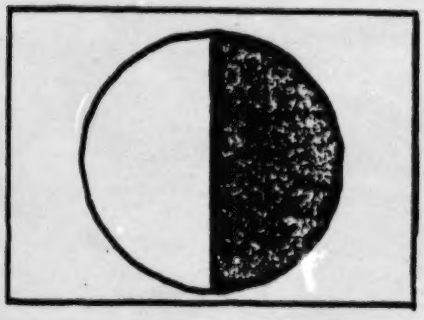
clear	snow
partly cloudy	high
cloudy	wind direction
rain	low

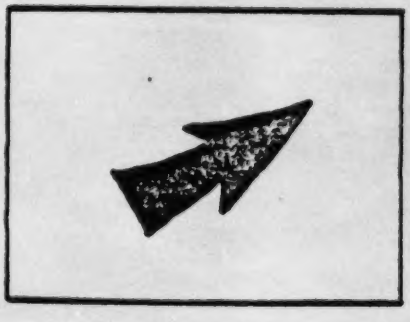
After you have written your answers, check the answer sheet.

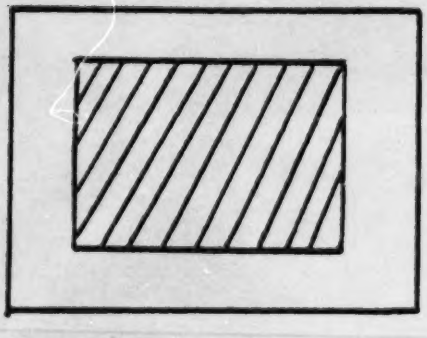
WEATHER SYMBOLS

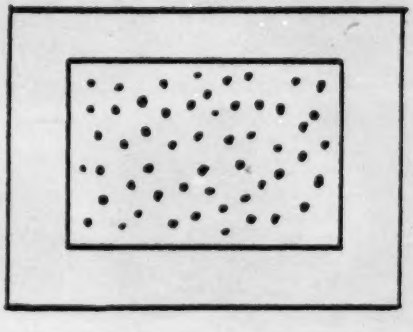












HIGH
PRESSURE

CLEAR

CLOUDY

PARTLY
CLOUDY

WIND
DIRECTION

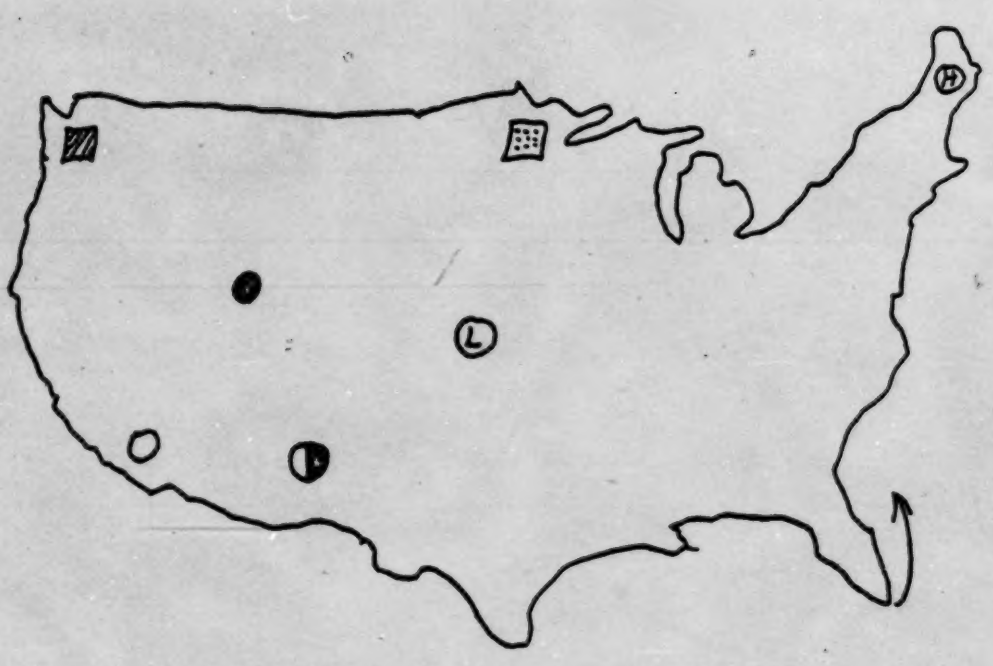
LOW
PRESSURE

SNOW

RAIN

By looking at the map on the previous page, piece the proper symbols on the map above. Check your answers on the next page to see if you were correct.

1. It is clear in Los Angeles, California.
2. There is a low pressure area in Lincoln, NE.
3. The wind is blowing from the Southeast on the east coast of Florida.
4. There is snow in northern Minnesota.
5. It is partly cloudy in Phoenix, Arizona.
6. There is a high pressure area in Maine.
7. There is rain in Seattle, Washington.
8. It is cloudy in Salt Lake City, Utah.



How did you do? If you got 6 out of the 8 correct, you are ready for the post test. If you got less than 6 correct, check with your teacher.

ACTIVITY

On the following page are weather adjectives cut out from the front page of the Lincoln Evening Journal. Write down three adjectives that describe hot weather. Write down three adjectives that describe cold weather.

Weather: SLUGGISH

National Weather Service Forecasts for Lincoln Area

Tonight: Clear, warm
Monday: Sunny, hot
Past 24 hours: High 92°, Low 65°
Next 24 hours: High 97°, Low 67°

Full Weather on Page 2E

Weather: PEPPERY

National Weather Service Forecasts for Lincoln Area

Tonight: Fair, warm
Sunday: Sunny, hot
Past 24 hours: High 86°, Low 63°
Next 24 hours: High 95°, Low 70°

Full Weather on Page 8

Weather: WILTING

National Weather Service Forecasts for Lincoln Area

Tonight: Cloudy, 20% rain chance
Monday: Sunny, hot
Past 24 hours: High 85°, Low 65°
Next 24 hours: High 83°, Low 69°

Full Weather on Page 7D

Weather: SIZZLING

National Weather Service Forecasts for Lincoln Area

Tonight: Fair, warm
Monday: Sunny, hot, humid
Past 24 hours: High 94°, Low 72°
Next 24 hours: High 90°, Low 70°

Full Weather on Page 9B

Good Morning

Nebraska — Chance of thundershowers. Highs mid-80s to mid-90s.

Weather: OBSCURE

National Weather Service Forecasts for Lincoln

Tonight: Cloudy, 20% rain chance
Monday: Increasing cloudiness
Past 24 hours: High 68°, Low 37°
Next 24 hours: High 68°, Low 37°

Full Weather on Page 6B

Weather: ROASTING

National Weather Service Forecasts for Lincoln Area

Tonight: Cloudy, 30% rain chance
Friday: Cloudy, humid, 30% rain chance
Past 24 hours: High 93°, Low 73°
Next 24 hours: High 94°, Low 70°

Full Weather on Page 24

Weather: EGGSELENT

National Weather Service Forecasts for Lincoln Area

Tonight: Fair, cold
Sunday: Sunny, warmer
Past 24 hours: High 37°, Low 19°
Next 24 hours: High 48°, Low 25°

Full Weather on Page 11

Weather: STUFFY

National Weather Service Forecasts for Lincoln Area

Tonight: Clear, mild
Sunday: Sunny, warmer
Past 24 hours: High 88°, Low 67°
Next 24 hours: High 90°, Low 66°

Full Weather on Page 8

Weather: DELIGHTFUL

National Weather Service Forecasts for Lincoln Area

Tonight: Clear, cool
Monday: Sunny, warm
Past 24 hours: High 86°, Low 67°
Next 24 hours: High 90°, Low 63°

Full Weather on Page 2E

Weather: SHOWERY

National Weather Service Forecasts for Lincoln Area

Tonight: Cloudy, cool, 40% rain chance
Saturday: Sunny, cooler
Past 24 hours: High 94°, Low 74°
Next 24 hours: High 89°, Low 63°

Full Weather on Page 20

Fill in the forecasted temperature for Tuesday on the map above by looking on the chart to the left.

When you have completed your map, check your answers on the back of this sheet.

Lincoln

Lincoln-Eastern Nebraska: Clear to partly cloudy, continued warm Monday night and Tuesday. Lows mid 60s. Highs mid 90s.

Discomfort Index: 74 (Temperature-Humidity index expressed in relationship to norm of 75, noon Monday)
Barometer Reading: 30.02, noon Monday
Wind Velocity: 13 m.p.h. from south, noon Monday
Relative Humidity: 38%, noon Monday
Sunset Monday: 8:39 p.m.; **Sunrise Tuesday:** 6:27 a.m.
Precipitation: month to date .03 of an inch, normal to date .30 of an inch. Year to date 14.27 inches, normal to date 17.65 inches.
Growing Season: (Apr. 1 to Oct. 30) to date 18.07 inches, normal to date 14.39 inches
Temperature Year Ago: High 81, Low 45
Record High: 109, 1918; Low 45, 1972
Degree Days: 10 (Average temperature below 65 accumulated 24 hours to midnight)

Temperatures

Sunday		Monday				Noon	
6 p.m.	90	12 a.m.	69	6 a.m.	66	1 p.m.	87
7 p.m.	87	1 a.m.	68	7 a.m.	66	2 p.m.	88
8 p.m.	82	2 a.m.	67	8 a.m.	69	3 p.m.	90
9 p.m.	79	3 a.m.	66	9 a.m.	76	4 p.m.	92
10 p.m.	77	4 a.m.	66	10 a.m.	81	5 p.m.	93
11 p.m.	76	5 a.m.	66	11 a.m.	88	6 p.m.	93

Outstate Nebraska

Western Nebraska: Clear to partly cloudy, continued warm Monday night and Tuesday. Lows 60s. Highs 90s.

Tuesday Forecasts High, Low

	H	L		H	L		H	L
Grand Island	94	65	North Platte	94	63	Scottsbluff	92	59
McCook	93	68	Omaha	95	66	Sidney	94	61

Temperatures: Sunday High, Monday Morning Low

	H	L		H	L		H	L
Alliance	88	51	Imperial	92	56	North Platte	90	57
Beatrice	91	62	McCook	98	68	Omaha	92	66
Chadron	83	54	Mullen	83	58	Scottsbluff	94	54
Grand Island	90	59	Norfolk	88	62	Sidney	98	55
						Valentine	96	63

National Forecasts Tuesday

Texas: Cloudy, hot
Missouri: Sunny, hot
Kansas: Sunny, hot
Colorado: Sunny, warm
Wyoming: Sunny, warm
South Dakota: Cloudy, hot

	H	L		H	L
Albuquerque, Cloudy	94	62	Little Rock, Cloudy	91	68
Amarillo, Pair	91	63	Los Angeles, Sunny	88	64
Anchorage, Cloudy	68	47	Miami Beach, Pair	90	76
Asheville, Showers	82	63	Mpls. St. Paul, Pair	78	60
Atlanta, Showers	84	68	New Orleans, Showers	88	73
Billings, Sunny	93	68	New York, Showers	84	67
Bismarck, Sunny	83	58	Oklahoma City, Pair	92	66
Boston, Showers	80	65	Phoenix, Sunny	111	83
Brownsville, Cloudy	93	75	Portland, Me., Showers	80	61
Buffalo, Cloudy	81	59	Portland, Ore., Cloudy	73	54
Casper, Sunny	89	58	Rapid City, Cloudy	92	62
Cheyenne, Sunny	83	58	St. Louis, Cloudy	87	63
Chicago, Sunny	75	68	Salt Lake City, Sunny	98	68
Cleveland, Sunny	78	68	San Antonio, Cloudy	91	73
Del Pt. Warm, Pair	98	72	San Diego, Sunny	76	66
Denver, Sunny	91	58	San Francisco, Cloudy	61	52
Des Moines, Cloudy	88	62	Seattle, Showers	68	52
Detroit, Sunny	83	68	Sioux Falls, Cloudy	90	70
Fargo, Sunny	78	58	Tucson, Cloudy	102	74
Honolulu, Sunny	86	62	Washington, Cloudy	90	70
Kansas City, Cloudy	90	68	Wichita, Sunny	93	64
Las Vegas, Sunny	107	78			

POST TEST

On a piece of paper, number from 1 to 12, and answer the following questions using what you learned and the information below. Check your answers on the back of the page.

What do the following symbols mean. (Turn to pre-test)

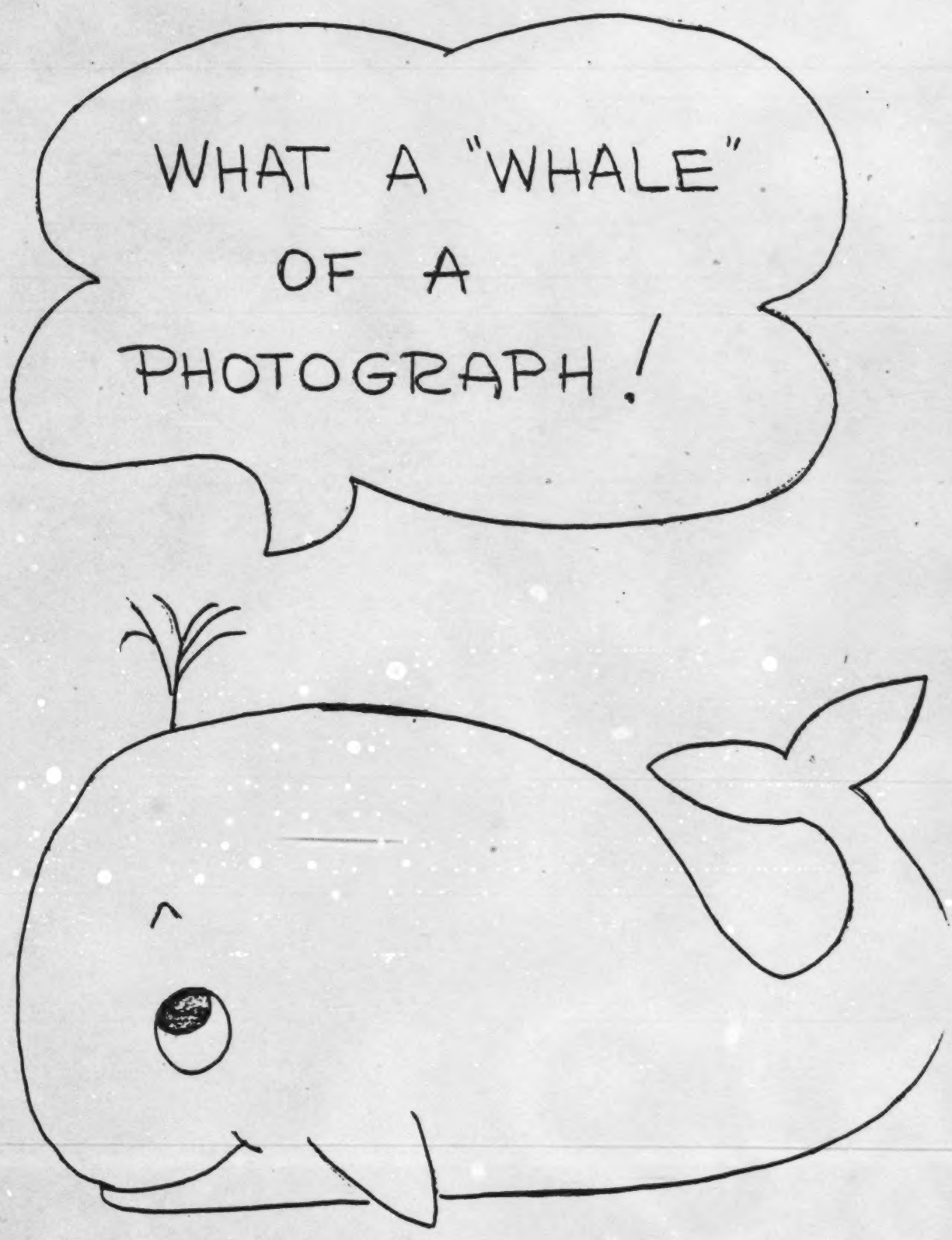
1.
2.
3.
4.
5.
6.
7.
8.

What is the Hi temperature on Saturday in the following cities?

9. Charleston, SC _____
10. Rapid City _____
11. Juneau _____
12. Atlanta _____

Check you answers. If you answered 10 out of the 12 correctly, you have successfully completed this packet...Congratulations! If you didn't answer at least 10 questions correctly, see you teacher for additional help. Teacher will have to provide a Saturday temperature chart and corresponding answer sheet.

1. clear
2. high (pressure)
3. rain
4. wind direction
5. low (pressure)
6. partly cloudy
7. snow
8. cloudy


WHAT A "WHALE"
OF A
PHOTOGRAPH!

OBJECTIVE 10

After you finish these activities, you will be able to correctly identify newspaper photographs of each of the following classifications:

PICTURE PAGES

NEWS

FEATURES

Objective 10

PRETEST

Get the pretest answer sheet for Objective 10 from the Newspaper Box.

LOOK AT THE SET OF PICTURES numbered 1 through 10.

DECIDE in which of the following categories they belong:

PICTURE PAGES

NEWS

FEATURES

On you answer sheet write the category next to the numeral that corresponds to the numeral on the picture cards.

(Teachers will need to provide ten pictures from the three categories)

Objective 10

PRETEST ANSWER SHEET

Picture categories:

PICTURE PAGE

NEWS

FEATURE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Objective 10

ACTIVITY 1

In this activity you will have an example card of three categories of newspaper photographs.

With each example, reasons will be given for placing pictures in that category.

STUDY the example cards.

GET THE PACKET OF NEWSPAPER PHOTOGRAPHS AND CATEGORY CAPTIONS from the Newspaper Box.

PLACE EACH PICTURE under the correct category.

To CHECK your work, see if the numeral on the back of each picture corresponds to the numeral of the category.

STAR PHOTO

ADDING TO WARDROBE . . . Miss Goode makes selections carefully.

Miss Nebraska Busy Shopping

By GERRY SWITZER
Star Staff Writer

Miss America pageants don't just happen, and each contestant will attest that the amount of preparation which must be made prior to the week of festivities is incredible.

"There's so little time and so much to do," exclaimed 18-year-old Janet Goode, who was in Lincoln Wednesday to select some of the sportswear items for her Atlantic City wardrobe.

"I'm just ecstatic about it all," she said, as she combed through the mul-

City prior to the Sept. 8 television finale.

Debating between the greens, blues and camel tones for mix and match skirts, shirts, sweaters, vests and pants, Janet was only beginning the formulation of the extensive wardrobe, which also requires dinner dresses for each night, cool casuals for daily rehearsals under the heat of stage lighting, plus the formal gowns — each contestant will have three.

Eldene Pershing, who is Miss Nebraska's chaperone, said that one of the major undertakings for Miss

said for the first time this year each contestant was sent 10 yards of satin from which a gown must be designed and made especially for her.

The contestants had no choice in the color which will be in keeping with the bicentennial — red, white or blue.

Because Nebraska was the 37th state to join the union, red was number 37 as the three colors were alternated, and Janet received 10 yards of red satin.

Mrs. Pershing noted that having a dress designed is a difficult project

News Photographs are pictures that come in on the news wires or could be taken locally to be used in the news issue of the paper. Sometimes they are referred to as "Spot News."

STAFF PHOTO BY RANDY HAMPTON

Good Friends

The dog days may be upon us, weatherwise, but nothing could please little Lisa Baade more, 'cause her dog days are filled with puppy kisses. Lisa is the daughter of Mr. and Mrs. Glenn Baade, 2700 Ryons. Bruno Jr. is the son of Bruno Sr., same address.

Feature Photograph - is a type of photograph used to illustrate anything that is considered interesting. It differs from a news photograph in that it can be used the day the photograph is made or anytime later - a day, a year or whatever.

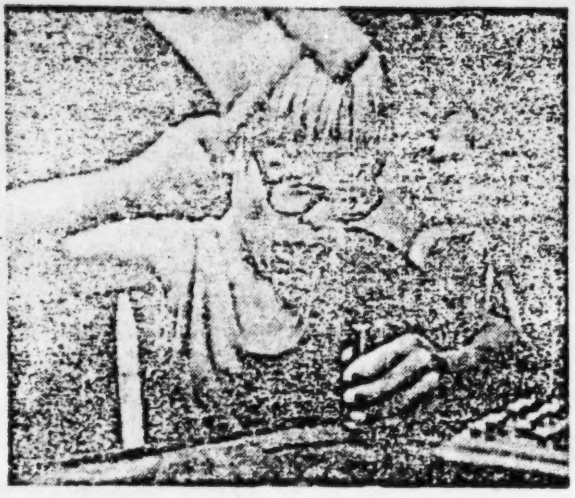
City Kids Find Fun-Filled

Camp Kitaki Ripe for Sharing

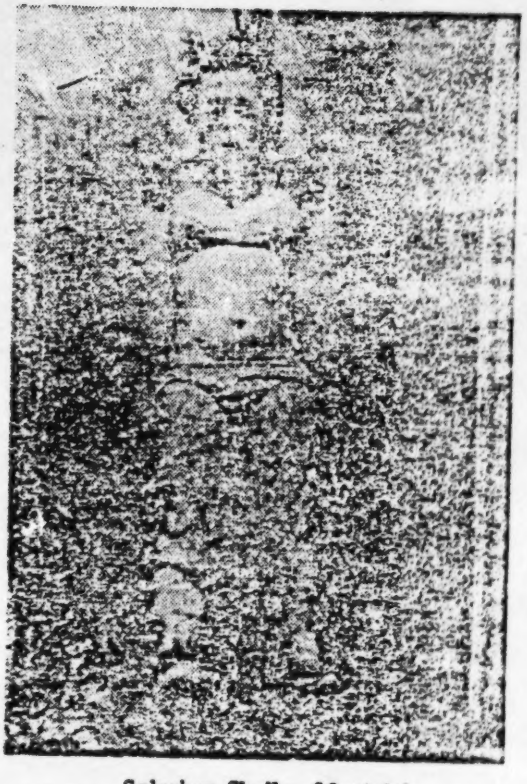
Lincoln youths ride horseback through woods near Camp Kitaki.

141

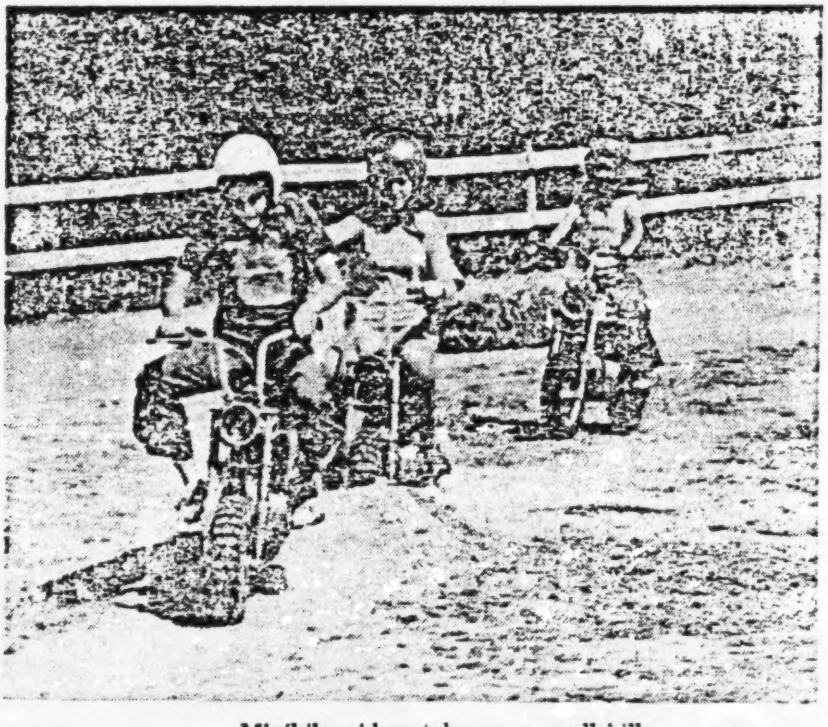
Picture pages in a newspaper usually consist of photographs in a sequence that tell a story or event, or it could be just several pictures pertaining to the same end, as shown on this page and the next.



Tim Boles in crafts class



Splasher Shelley Manielak



Minibike riders take on a small hill.

Objective 10

ACTIVITY 2

BEFORE you do this activity do Activity 1.

In this Activity, you will REVIEW THE INSTRUCTIONS for operating the camera.

You may TAKE A PICTURE of anything that interests you.

You will find some paper on which to MOUNT YOUR PICTURE behind card 10 in the Newspaper Box.

MOUNT YOUR PICTURE and WRITE a caption and story about it.

On the back WRITE THE CATEGORY in which your picture belongs.

BE PREPARED to SHARE your picture with the class and TELL WHY you chose the category.

Objective 10

ACTIVITY 3

BEFORE you do this activity do Activity 1.

In this activity you will have a set of newspaper photographs and a set of newspaper stories.

GET THE PACKET CONTAINING THESE from the Newspaper Box.

MATCH EACH STORY with a photograph.

CHECK YOU WORK by finding out if the letter on the back of each photograph corresponds to the letter on the back of each story.

GET THE ANSWER SHEET for Activity 3 from the Newspaper Box.

WRITE THE LETTER OF EACH PHOTOGRAPH under the correct column.

COMPARE YOUR ANSWERS with the answer key in this notebook.

Objective 10

ACTIVITY 3 ANSWER SHEET

Picture Page	News	Feature
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____

Objective 10

POST TEST

Same as Pretest

NEWSPAPER CAREER

JOB TITLE:
Reference Assistant/
Photos and Cuts

SUMMARY OF DUTIES:
Is responsible for clipping and filing pictures that appear in the paper and other related duties.

SPECIFIC DUTIES:

1. Clips all pictures from the paper and matches with glossy prints.

2. Lists and selects all pictures for filing.

3. Files pictures.

4. Takes picture orders and works with lab in obtaining orders. Makes out chart slips and mails pictures.

5. Mails all return pictures.

MINIMUM JOB SPECIFICATIONS:
EXPERIENCE: 0-6 Months

REPORTS TO: Reference Librarian

NEWSPAPER CAREER

JOB TITLE:
Staff Photographer

SUMMARY OF DUTIES:
Responsible for shooting and processing all photos per assignment

SPECIFIC DUTIES:

1. Shoots all news-worthy photographs for the daily news as per assignment.

2. Processes all photos taken.

3. Other duties include filing photographs, keeping the lab clean, mixing chemicals, and other related photographic functions.

MINIMUM JOB SPECIFICATIONS:
EXPERIENCE: 1½ - 3 years

REPORTS TO: Chief Photographer